


november 1958

the AMERICAN SCHOOL BOARD JOURNAL

a periodical of school administration



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operation
can improve
school
quality
(see page 24)

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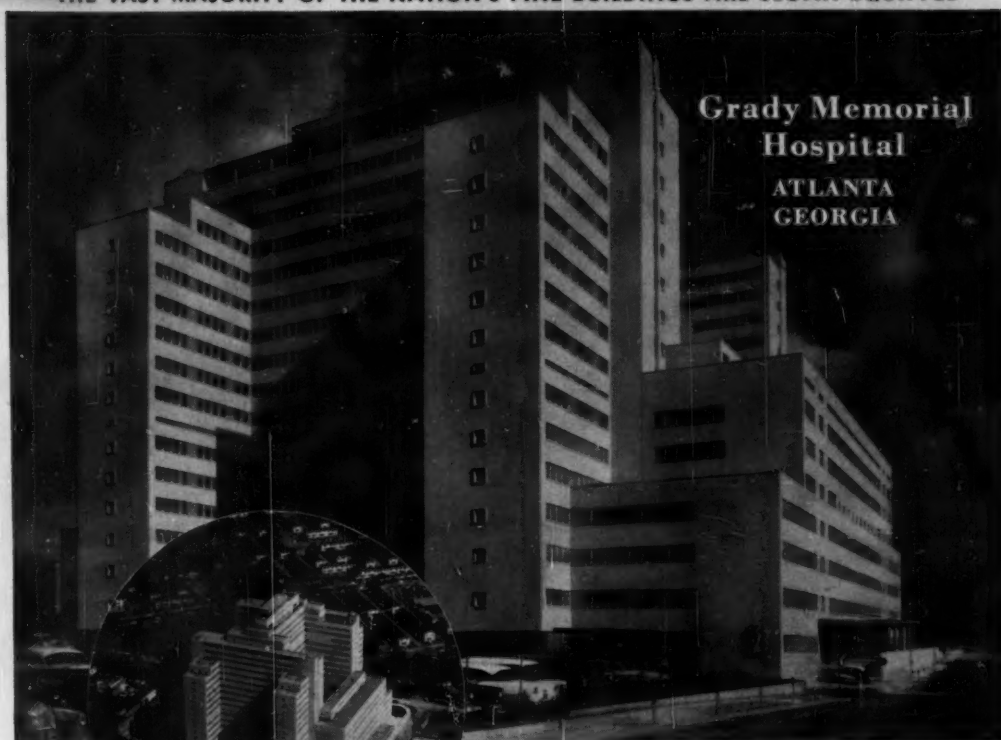
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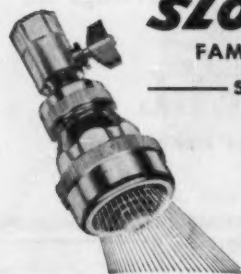
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THE AMERICAN School Board Journal

for November, 1958

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OUR COVER . . .

Is the efficiency of school board operation related to the quality of a school's educational program? An important survey was made to answer this increasingly impelling question and the results are printed on page 24. Also included are several basic suggestions to boards on how to improve their operation and raise the quality of their school's educational offerings.

A review of your JOURNAL for November (pg.4) —→

WILLIAM C. BRUCE, Editor

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Your JOURNAL for November

The stress, in your JOURNAL for November, is on more practical, shorter articles about a variety of subjects. Some of these features, which we feel deserve a share of your reading time this month, include:

- A multi-pronged program to diminish the hazards of half-day sessions (page 27). This emergency relief to overcrowded classrooms, dividing the students into two shifts, means, of course, that one-half the normal instructional time is available. This jamming imposes hazards to the students' development; how to counteract these hazards is a problem confronting many districts, and Mr. Green's list of successful solutions may provide you with aid in your efforts to provide every one of your students with a well-rounded educational presentation.

- A review of one district's effort to teach English as a second language (page 22) — a much neglected area, especially in our current drive to interject foreign language teaching into our elementary and secondary programs.

- A checklist of key questions (page 29) that the supervising principal can use as a means of self-evaluation — an especially valuable tool, considering the very difficult, combined administrative-supervisory role of this school official.

- Several basic thoughts to consider when developing a system of merit rating (page 34), centering on answering three "big" questions about teaching evaluation and reward: Who shall evaluate? What shall be evaluated? How shall he evaluate?

These, once again, are only a random selection of the highlights. In skimming through your JOURNAL for November, you'll find over one dozen additional articles, many of which should interest you — and please don't forget your JOURNAL's regular departments, especially a concise report on the conventions of the National Council on Schoolhouse Construction and the Association of School Business Officials (page 50).

for December...

Dr. Schmit, industrial-arts specialist for the Office of Education, has written a clear explanation of the philosophy behind the industrial-arts program. This especially important *apologia* is one part of a survey on this increasingly important area of the secondary curriculum in our technical age.

The Editor

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EDITORIAL MATERIAL. Manuscripts and photographs bearing on school administration, superintendence, school architecture, and related topics are solicited and will be paid for upon publication. Contributions should be mailed to Milwaukee direct and should be accompanied by return postage if unsuitable. The contents of this issue are listed in the "Education Index."



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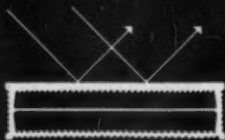
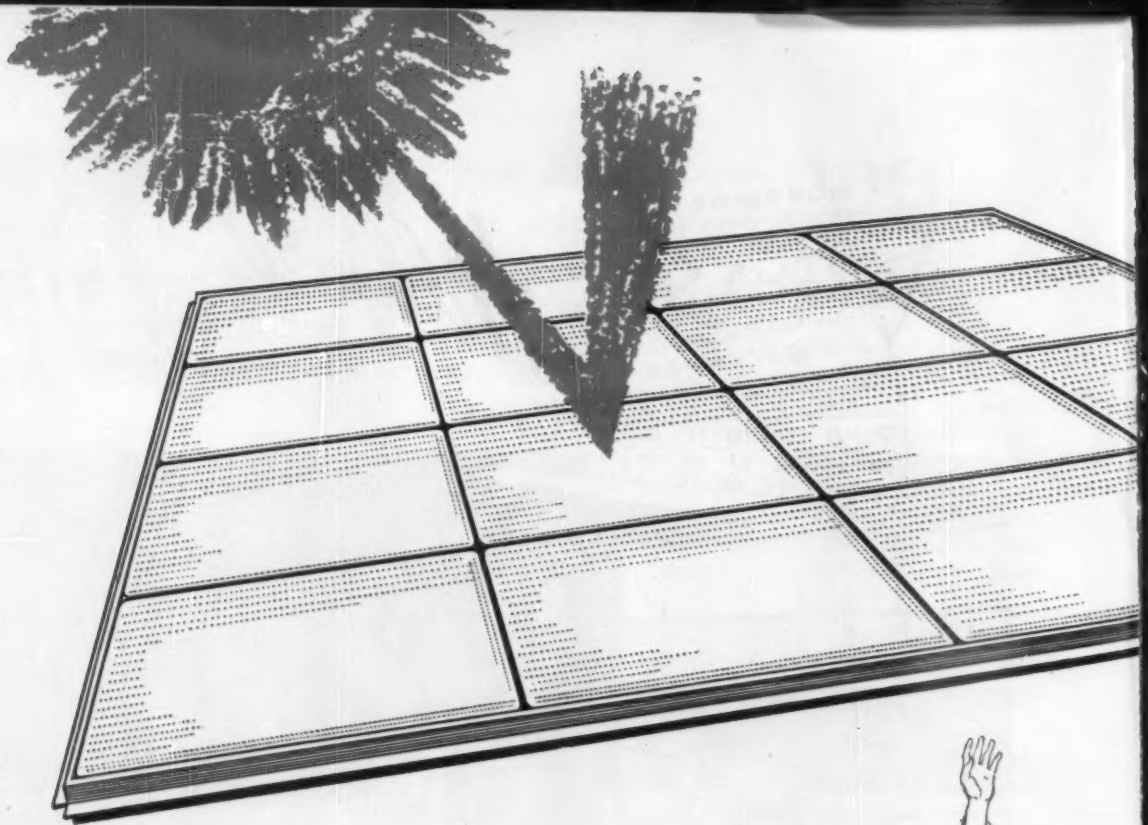
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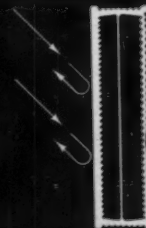
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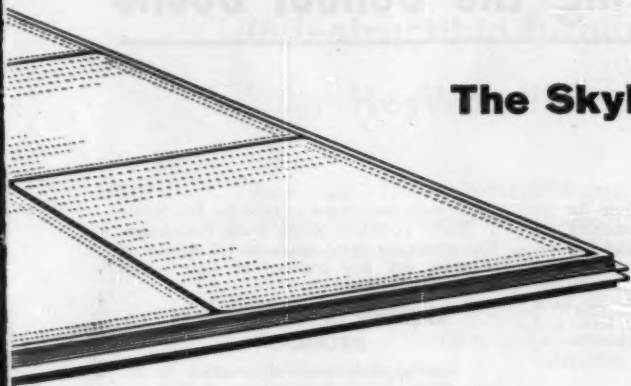


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Surveying the School Scene

INTEGRATION LULL

The *Southern School News* reported that 13 schools in Virginia and Arkansas remain closed awaiting developments, as public pressure, especially parents with idle children, mounts for continuing public education regardless of whether Negroes were admitted to previously white schools or not.

● At the same time, the U. S. Supreme Court scored "evasive schemes" at opening the schools under "private" control to keep public schools segregated.

● In Clinton, Tenn., some 850 students of the troubled, integrated high school, which recently was ripped by a \$300,000 bombing, were promised schooling at a vacant elementary school in nearby Oak Ridge.

● And after the first full week of televised high school classes in Little Rock, where schools were idled by Gov. Faubus, the medium was found wanting in the personal, teacher-student, "give and take."

AASA PROPOSES NEW RULE

The American Association of School Administrators has proposed an amendment to Article III of its constitution, attaching an educational requirement to membership in the Association. Members of the AASA will consider adopting the amendment at its (Feb. 14-18) 1959 convention in Atlantic City. The amendment states that, as of January 1, 1964, new members must submit "evidence of successful completion of two (2) years of grade study in university programs designed to prepare school administrators and approved by an accreditation body endorsed by the Executive Committee of AASA."

BOSTON ON SINGLE SCHEDULE

The Boston school committee has returned

this year to a single-salary schedule for its teaching staff. The board has approved the first two steps in that direction and has appropriated \$350,000 for teachers' salary increases, with the largest share going to elementary teachers. Maximum increases have been set at \$384 on the elementary level, and range downward to \$40 for high school teachers. Last year the board voted a preferential scale for secondary teachers.

NEW FORD TV GRANTS

Grants totaling nearly a million dollars for educational television programs and experi-

ments were announced recently by Dr. Henry T. Heald, president of the Ford Foundation. The grants are being made to 450 schools in 11 cities and five regional or state school systems.

STUDENT DEVELOPMENTAL PROGRAM

A student developmental program in St. Paul, Minn., begun in September of 1957, has attracted capable public school students to technical fields and provided them with a solid background in mathematics and science.

Starting with ninth grade, top students are screened through aptitude tests for the accelerated program in which one subject is the core for two-hour daily classes through grade 11. Example: in ninth grade, biology core, with meteorology, geology, astronomy, zoology, physics, and chemistry provided for supplemental study.

The program at present involves approximately 950 ninth- and tenth-grade youngsters. When they reach senior year, work, involving individual projects and internships in local industries, will be introduced. The program is financed by the Hill Family Foundation.

RUSSIAN BY ETV

The growing study of the Russian language in high schools was aided when WRU, the ETV outlet of Western Reserve University in Cleveland, Ohio, inaugurated this fall a unique TV course in the Russian language. Almost 70 high school students from suburban Lakewood and Cleveland Heights are taking the course by television in their schools, earning the equivalent of two years of high school language credit toward advanced placement in college.

SUPERINTENDENT QUIZZED

A series of community conferences, at which citizens will be able to quiz Dr. John L. Miller, superintendent of Great Neck, L. I., N. Y., schools, concerning matters affecting the school system, was inaugurated this fall. Currently, the meetings, scheduled for 10 a.m., are to be held each month at various schools in the district. Public interest has indicated that additional sessions may be scheduled.

BOMB SHELTERS

In New York, board member Charles J. Bensley advocated bomb-proof shelters under school playgrounds in answer to a warning by Lewis E. Barry, assistant Director of the Office of Civil Defense and Defense Mobilization, that children would be "cut to bits when the bomb blasts" in the modern glass and chrome structures now being erected. While bomb shelters in new buildings were prohibitive because of costs, the same protection could be provided if federal funds were available to dig under playgrounds.

IMPROVE INSTRUCTION IN SCIENCE

The New York State Board of Regents has recently approved proposals for improving in-

(Concluded on page 11)

"Well, Here We Are Back in School, Sort of."



—Harlock in The Washington Post

Seven Bases for Good Schools

A seven-point charter on improving the quality of public schools, developed at a recent conference of school superintendents at Columbia University, contained the following major points:

1. Every child should have a competent and inspiring teacher who can find his strengths and weaknesses and help him intellectually, physically, morally, and socially. Getting and keeping such teachers will mean giving them higher status, better pay, and a chance to continue their own education.

2. Schools need teachers with strong academic backgrounds, an understanding of how children develop and teaching skills. Developing good teachers is the joint responsibility of teachers' colleges, schools

heads, the teachers themselves, and the community.

3. The pupils' progress, educational budgets, school operation and the effectiveness of the teachers should be judged and evaluated repeatedly. Newer techniques for measuring the quality of schools should be more widely used.

4. Communities have the responsibility of financing and participating in programs to improve instruction.

5. Better guidance programs, from kindergarten through the twelfth grade, are one of the "great needs."

6. Additional money is needed if good instruction is to be provided.

7. Better education depends on co-operation between the schools and the citizens.

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THE SCHOOL SCENE

(Concluded from page 8)

struction in science and mathematics. The proposals provide for improvement of instruction and opportunities in science and technology in New York State and include a financial program for maintaining and improving the quality of elementary and secondary education as well. The legislature has approved appropriations for these purposes amounting to \$32 million.

A STEPPED-UP PROGRAM

A stepped-up high school educational program in the Albuquerque, N. Mex., schools would encompass the following policies:

1. A requirement of 20 units for graduation, instead of the present 16.
2. Second-year courses in biology and chemistry.
3. Three years of mathematics and science required of college-bound students.
4. Introduction of Russian in some high schools.
5. Advanced placement and accelerated courses for advanced students in biology, chemistry, U. S. and World History, and Algebra II.

TEACHERS' COUNCIL FORMED

An Advisory Council of Teachers has been formed in Springfield, Mo., to meet periodically with the superintendent and to consider matters proposed by teachers or superintendent.

The new Council provides limited opportunity for direct contact between the superintendent and teachers and enables teacher participation through present channels. The Council includes one elected teacher representative from each elementary school, and one elected teacher representative for each 15 teachers in the junior and senior high schools.

KANSAS CITY INCREASES FACILITIES

The board of education of Kansas City, Mo., during the past five years, has faced an enormous increase in enrollment, and during this period has erected two 20-room elementary schools, and has now added a 10-room addition to one of the new buildings. At the present time they have on the drawing boards a new 20-room school, to be completed in late 1959.

In September, 1957, the board opened its first special education room for mentally retarded pupils; it is planned to begin a second room in 1958.

Due to the rapid growth in enrollment, it is necessary for all first- and second-grade pupils to be on half-day sessions for eight weeks in 1958. This plan will be dispensed with as soon as the new school addition is completed and in operation.

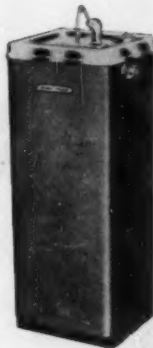
ELECTRONIC BOOKKEEPING

In Los Angeles, Calif., the task of handling bookkeeping and personnel record transactions for the city schools is shortly to be turned over to an electronic computer, estimated to cost \$650,000. The board recently conducted a survey directed to the processing of personnel records and payroll procedures, and such other areas as stock accounting, job accounting, and pupil-attendance accounting.

It was found that present machine and manual methods of handling personnel records and payrolls have been completely outmoded and will shortly be unable to absorb the increasing volume of work caused by the rapid growth of the school system.

The electronic data processing system involves the use of an electronic computer and peripheral machines. It will take about three years to prepare for and install the computer system.

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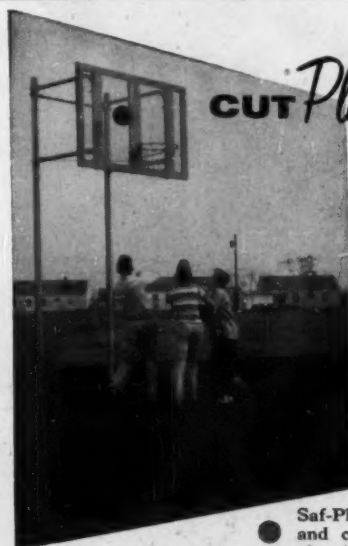


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N.S.B.A. REPORT

Major Progress in Recent Events

Four major events in the recent history of the National School Boards Association mark important forward strides in the Association's developing program of services and information for school board improvement in America.

Meeting on National Center

Probably the most important of these recent events took place on September 15, 1958, when five-member delegations from the NSBA and Northwestern University met in Evanston, Ill., to spell out the organizational details of what had previously been a series of general proposals for the establishment of a National Center for School Board Studies. Among other matters discussed and determined by the 10 participants in the meeting were the purposes and scope of activities of the Center; the structure, functions, and decision-making procedures of the Center's governing board, staff organization, structure, and qualifications, financial needs and annual budgeting; legal questions involved in the solicitation and disbursement of funds for Center operation; the relationships between the Center and the proposed "NSBA Fellowship Program," and working and developmental arrangements during the period of initial organization.

There can be little doubt that the September 15 meeting established the foundations for an undertaking which could have positive influence upon the future of American public education. By working to the results of objective research to bear upon the practical problems of school board membership, service, and operation encountered in the field, the National Center for School Board Studies can render a major contribution to the school systems of the nation. The National School Boards Association's leaders believe that, in initiating and developing the proposal for such a Center, the NSBA has taken one of the important steps in its history.

Executive Committee Meets

Members of the Executive Committee and Staff of the NSBA met on September 12-13, 1958, in Colorado Springs, Colo., to hold a series of sessions on the Association's activities, operations, and plans, and to take part in a program of educational events arranged in co-operation with the Education Committee of the Chamber of Commerce of the United States.

Three business sessions of the Executive Committee were held during the two-day gathering. The first of these provided NSBA leaders with an opportunity to (1) discuss recent progress and plans in developing new active memberships among individual school board members and school boards, as well as new associate memberships among persons holding professional positions in education, (2) to consider the NSBA-AASA proposed joint project on the evaluation of school systems, (3) to discuss and approve an "NSBA Priorities Plan" aimed at the best utilization of personnel and resources for accomplishing "first things first," and (4) to set times and places for future NSBA Annual Conventions. The second business session was devoted to detailed discussion of the NSBA publications program, of the proposed National Center for School Board Studies, and of the Association's activities and plans in the area of public relations. The third session was concerned with an examination of the NSBA's developing program of field services, of progress in organizing and promoting the 1959 convention exhibit, and of plans for the convention program at the January national meeting in San Francisco. The various planned sessions, events, speakers, and other elements of the program were discussed in detail, with results which promise to provide in-service experiences of outstanding usefulness and quality for the more than 5000 board members expected to participate in the 1959 Convention.

Two major events planned with the Chamber of Commerce also took place during the Colorado Springs gathering. The first of these was a joint luncheon, followed by an afternoon discussion session, at which Thomas R. Reid, Director of the Office of Civic Affairs for the Ford Motor Company, and Dr. John H. Swenson, Assistant Commissioner of Education for the State of Colorado, served as main speakers. Mr. Reid in his speech urged the appointment of a "President's Committee on Manpower Resources of the United States," with wide national representation, to undertake a study of the nation's man-power needs and resources, and education's role in the training and utilization of man power. Dr. Swenson spoke on the subject of local and state support of public education. The Second NSBA-Chamber session took place on the morning of September 13, when a joint breakfast followed by a three-hour discussion on "The Challenge of Soviet Education" were held. The main speaker for this session was Dr. Oliver J. Caldwell, Assistant Commissioner for International Education of the U. S. Office of Education.

Headquarters Move to Evanston

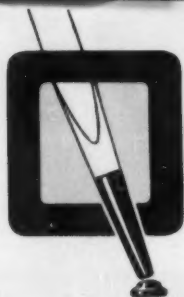
On October 1, 1958, the national headquarters of the NSBA were moved from their long-time Chicago location to 1940 Sheridan Road, Evanston, Ill. The move had been planned for a number of months in order to provide additional space to house the NSBA's growing program of services and activities, to provide the opportunity for a longer and more effective working day by eliminating the necessity for extensive staff commuting, to permit ready access to the resources of a major library, and to establish conditions for easier contact and association with consultative personnel. An additional factor of great importance was the need for providing, within NSBA headquarters, space for the operations of the National Center for School Board Studies.

The new headquarters are located on property adjacent to the Northwestern University campus, within view of Deering Library, with its extensive collection of educational books, pamphlets, and other materials. The three-story, 15-room former mansion which has been converted for the NSBA's use provides excellent accommodations for both the present and planned services and operations of the National Association.



EXECUTIVE COMMITTEE AND STAFF OF THE NATIONAL SCHOOL BOARDS ASSOCIATION MEET IN COLORADO SPRINGS ON SEPTEMBER 12th and 13th, 1958. (Left to right): Peter Prouse, Assistant to the Executive Director (Publications and Public Relations); Cyrus M. Higley, Treasurer; Everett N. Luce, Immediate Past President; Roy O. Frantz, Second Vice-President; Carl B. Munck, President; W. A. Shannon, Executive Director; Robert E. Willis, First Vice-President; Harold V. Webb, Assistant to the Executive Director (Field Services and Convention Exhibits); and Mrs. Will Miller, Member of the Executive Committee and Board of Directors of the NSBA.

Unable to attend was Executive Committee Member Jack A. Stewart.



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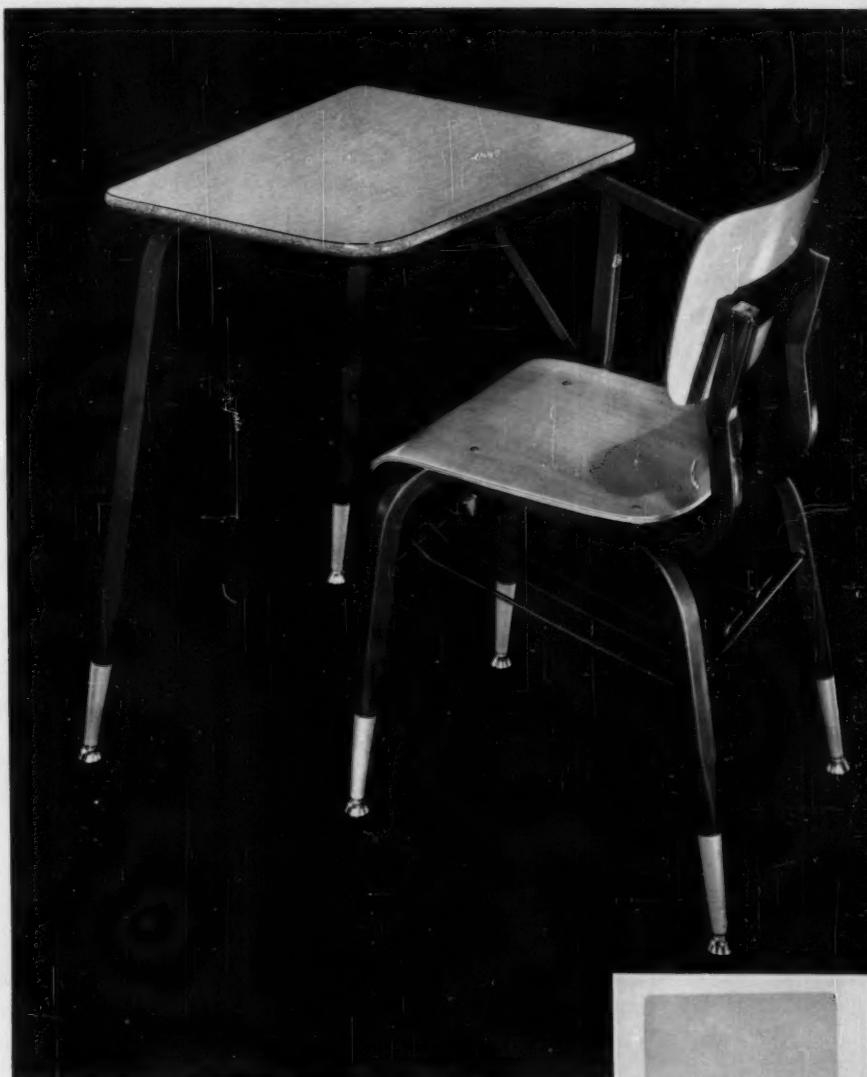
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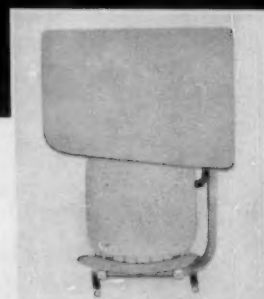
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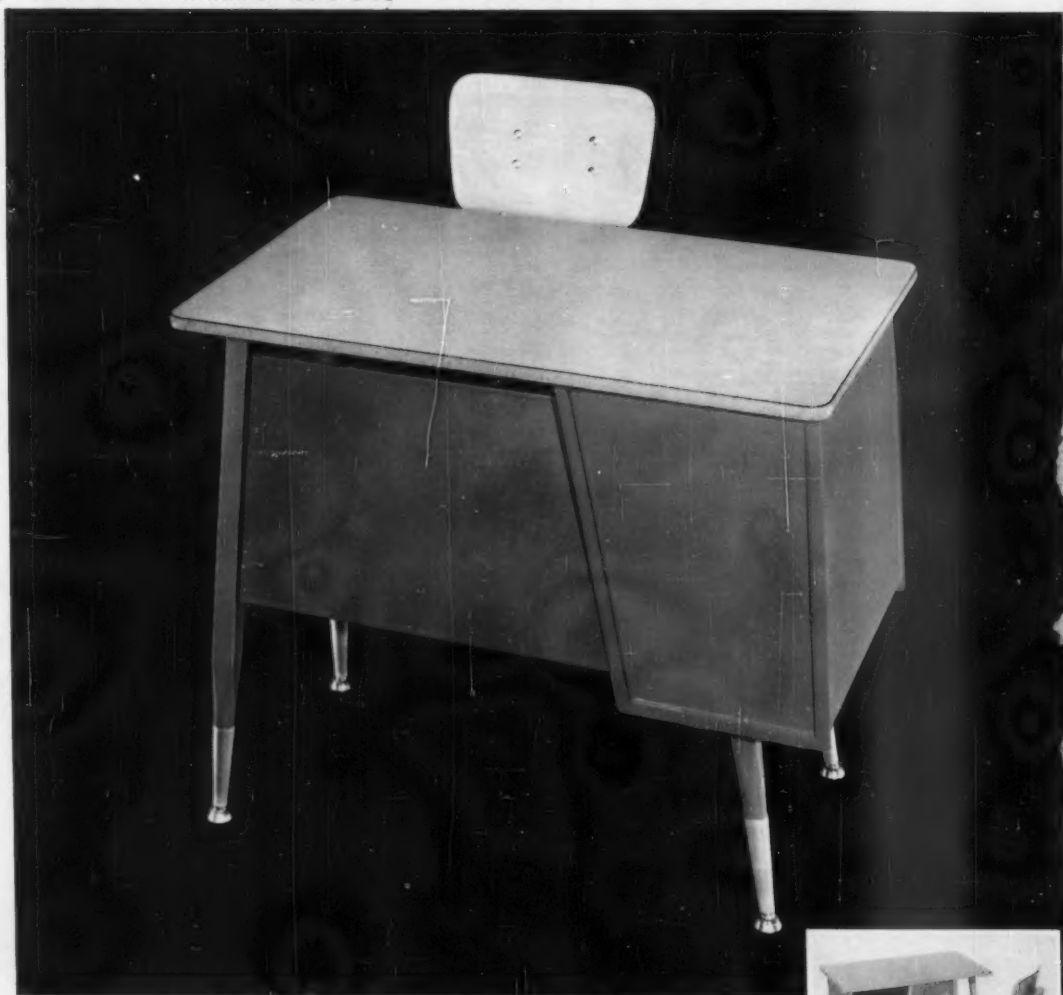
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Are we victims of —

Too Much School Administration

WILLIAM H. FISHER

Superintendent, Las Vegas, N. Mex., Schools

Although I am a superintendent of schools, I am willing to go on record to the effect that there are too many graduate students enrolled in courses titled "School Administration" and too many such courses being offered. This very statement will cause me to be unpopular in certain circles, but I am in the habit of stating honestly held opinions. I must mention, however, that name calling among those who are sincerely concerned with improving American public education is waning somewhat. Perhaps there is, after all, some kind of "middle ground" which can be reached, and the gradual diminishing of vituperation is hopeful.

I recently had an experience which generated some thinking along the line of the title of this short article. We were looking for a new junior high school principal. We had a number of well-qualified candidates but we could, of course, choose only one. Disappointments followed and, since many of the candidates were staff members in our schools, the disappointments were not good for faculty morale.

Too Many Administrators

Confronting this problem, as was my duty, brought this situation close to home. Since more and more state departments of education are demanding the administrative credential as a requirement for any kind of administrative post and, since teachers aspire to the status and financial rewards which go with school administration, schools and departments of education are offering courses along this line in a seemingly endless chain. These courses are being "taken" by graduate students who want to be public school administrators. Unless the situation changes radically, most of those who are working

for the administrative credential, never will be administrators. There simply are not enough positions to go around.

If "educationists" mean what they say in their concern to be "objective," to place emphasis upon facts and statistics, they should examine some of the statistics which should be readily available to them. I feel that I may emphasize this point and myself remain objective because I have many times taught graduate courses in education and in fields related to "School Administration." I have no ax to grind. Let the educationists have a look at their facts and figures and they will discover that they are turning out students in the field of administration at a time when there is already a vast oversupply of potential school administrators.

There is another—even more important—factor in this trend which I have no hesitancy in questioning. It is the all too frequent attitude held by teachers of "School Administration" to the effect that administrators "should get along, no matter what." Of course, this trend in American life is by no means limited to public school administration. There has developed on all sides the notion that it is wrong "to rock the boat," that the greatest of all assets is conformity. As long as this attitude pervades so much of American life it is no wonder that it affects public school administration.

A Neglect of Liberal Arts

It happens, if I may use the illustration, that in the work for my master's degree, I chose as one of three fields of specialization, "School Administration." I have no regrets. I learned what I wanted to know regarding the tricks of the trade, but it was enough for me. When I matriculated

for further graduate study, I purposely circumvented the education courses and registered in the social sciences and related fields. Here also I had (and have) no regrets.

Why shouldn't departments of political science, sociology, economics, history, anthropology have something to say regarding the preparation of school administrators? One might also add a host of other subjects in the liberal arts fields. Should educationists have a monopoly on the training of our public school leaders? If this virtual monopoly is to continue, then it would be well for more teachers of courses in "School Administration" to acquaint themselves with the content of intellectual disciplines *outside* education and to make use of such content! I know of some professors in this field who are planning their courses to include subject matter in the social sciences, etc. This is all to their credit.

Many superintendents have asked their boards of education to approve for graduate study only work in those major fields which are being taught by the respective high school teachers. Boards are supporting this trend. Although a rigid approach is to be opposed, I believe this to be a desirable development.

It is being recognized that there are subjects outside of education, at the graduate level, which are worth the concern of teachers. Then, by the same token, isn't it time that school administrators also studied some of these subjects? If they do, they should receive standard credit for it (if they earn it) and state departments of education should give recognition for this type of work rather than fasten the lock step of required courses upon the public schools and their leaders. ■

Teaching English as a Second Language

ALBERT R. BRINKMAN

Elementary School Co-ordinator, Tarrytown, N. Y., Schools

Just as in many communities throughout the country, our school district had an advisory committee of laymen and teachers who investigated and recommended the introduction of foreign languages in our elementary schools. During their study the committee was made aware of the increasing numbers of students within the district who could speak no English or whose English language facility was marginal. The committee recognized that the district first of all had an unquestionable moral responsibility to help those students with an English language handicap. More than that, some of the classroom teachers needed relief from the accumulation in their classes of such students. In some school districts an occasional student is enrolled whose English language proficiency is markedly limited, but who is absorbed in a regular classroom. However, when faced with several students of varying language backgrounds in a classroom along with the routine requirements of teaching, particularly at the primary school level, the teacher's task is compounded several-fold.

"What kind of district is this?" Do we border on a neighboring nation with a different language? Are we part of one of the nation's largest cities with its neighborhood where foreign-speaking people gravitate and settle? Are we a district which services a community with many residents who are in the diplomatic corps? Or are we an American-type school in some foreign country with a sizable international enrollment?

Our district fits none of these descriptions. We are a suburban, residential community on the east bank of the Hudson river about 25 miles north of New York City. A substantial number of our working adults make the daily, hour-long, commuter trip to the city with occupational specialties ranging from advertising through television to zoology. The area is rich in Americana. It was an important crossroads during the American Revolution and

is the locale of Washington Irving's "Legend of Sleepy Hollow." There are several major industries here today, the principal one being a large automobile assembly plant. From this thumbnail description of the Tarrytowns, which do not exceed 20,000 in population, one would not consider the two villages comprising the school district much different from countless other communities throughout the nation. Further, there are large and small communities which have sizable neighborhoods housing accumulations of people of some particular foreign descent. This is not wholly characteristic of the Tarrytowns either.

The proximity of the big city; the availability of work opportunities in the local area and the city, some of which do not require a high degree of skill; a limited housing area which, for some, can accommodate rather cramped living quarters; a generation of workers from "the old country" who are able now to subsidize, at least temporarily, relatives from "home" have all helped to produce a steady influx of people with a limited English language facility. Many of these new working adults who have joined the community have children. They are enrolled in our schools and clearly need language help to undertake work in a typical American school. The predominant language backgrounds are Italian, Spanish-speaking, with a generous sprinkling from middle European countries including a number of recent Hungarian refugees. Since Hungarian is a derivative of the Finno-Ugrian language group, with no likeness to the Indo-European language root found generally on the Continent, an additional problem was added to the situation. In a school district with about 2500 enrolled, the total number of students needing language help exceeded 80.

Special Teaching Needs

As a first reaction one might say that here was no unusual problem. Some

schools might choose to absorb such students as conveniently as possible and try to overlook the inherent teaching irritations. While those students needing help ranged all the way from the kindergarten through the high school, the greatest concentration appeared at the primary level. Further, the bulk of those requiring attention were concentrated largely within two schools. Some classroom teachers had perhaps six or more students at a time who had little or no English language facility. Although some teachers fortunately had a bilingual ability, this was not enough. Taking time to work patiently with students of two or more language backgrounds as well as the diversities of ability found within a typical classroom produced an extra burden on teaching efficiency which the district felt it should try to relieve.

Having some acquaintance with the problem of teaching English as a second or foreign language to a variety of UN troops involved in the Korean conflict, I was certain that we needed a person specially trained in the technique of teaching English as a second language. Finding a qualified teacher in this relatively new field of language specialization was, of course, the primary step in developing our program. When various placement agencies were contacted, I was well supplied with the credentials of capable English teachers. The inference being that a good English teacher ought to be able to teach English to students of foreign language backgrounds. I also received agency nominations of English teachers who had additional certification in one of the predominant language backgrounds of the students. The intimation here being that the other language would help the teacher in trying to reach some of the students.

Neither type of teacher was seriously considered in the conviction that teaching English as a second language efficiently and knowingly requires special training and technique. While



A report on Tarrytown's experience with students with a marginal English language facility that points up the special problems in this area, as well as this one district's program —

those English teachers might have been able to help, they might well have fumbled along in a manner which could produce some bad language habits and some lasting frustrations creating more trouble to undo. Many Americans living in foreign countries have been approached to help some native-born person to handle English. In a genuine and sympathetic way Americans have offered to help in their spare time. More often than not their technique involves an approach something like this: borrow their youngster's first grade reader, work with the student to help him master that book and move on up the ladder of difficulty to teach English reading in a manner he had recalled being taught in his elementary school days. This is far from the proper approach. It is almost like asking a Shinto priest to teach basic Christian doctrine through his sacred writings.

Our search for an experienced elementary school teacher trained in this special language technique was unsuccessful. In time we were able to secure a teacher who had training in this area but whose professional experience had been almost exclusively with adults, Polish-Americans, Orientals, and Latin-Americans. Working with adults in language learning is quite a different matter from working with children, as the teacher soon found out. But with a rich background of experience in this language teaching approach; a previous history of having taught in the public schools; a sympathetic understanding of young people trying to master the intricacies of American English, borne out of her own personal experience; and a virtual void of teaching materials adapted to the learning levels of the pre-secondary school age student, she was willing to take on responsibility for working out a program.

We were certain from the beginning

that the students should not be completely isolated from the particular class in which they were enrolled. If they remained for the better part of their school day (we usually enrolled a new student with a language handicap at the same grade level as he had been in his previous school abroad, rather than penalizing him a grade or so for his lack of English), we felt the students would absorb a great deal of language "know-how" through daily contact with teachers and classmates. Further, we felt that no student should be denied opportunities in art, music, physical education because of limited language proficiency. In this respect many students of foreign backgrounds now had a chance to compete at a par with their classmates in these special services. Grade level achievement standards are not rigidly enforced for these students. Our plan involves basing the language teacher in one building with her special materials and equipment and shuttling the students in to her by school bus on a daily scheduled basis.

Screening Interview

The initial step involved a careful screening interview, which was in some cases taped, as a measure to become acquainted and to determine the various levels of English language proficiency among the students. Following this came the difficult organizational step of trying to set up classes small in number for efficient teaching, similar in age span, and with some affinity in language background. Added to this were the complications of co-ordinating with the over-all school bus schedule of the district as well as certain teacher and student schedules. Then, too, almost as soon as a schedule had some degree of permanence and the students understood the timing of the daily periods (and the nonforeign

language speaking classroom teacher, office secretary, and principal did, too!), some changes became necessary because of dropouts or new entrants.

Children are pretty much the same the world over irrespective of their language background. This became obvious as the teacher sought to devise some practice homework assignments. The students paid little attention to her admonitions and failed to do what had been suggested. This was quite a different reaction from that in working with adults seeking to improve their English. The adults have a basic motivation: job opportunities and status improvement. Just as in almost any classroom situation, the impetus, the desire must be generated through the ingenuity of the teacher. One device which has proved fruitful in helping to provoke conversation and a warmer classroom relationship has been student reaction to large-size reproductions of world art masterpieces. Many of the techniques used by the elementary classroom teacher such as nature walks, neighborhood tours, preparations for seasonal parties have all helped to provide practical learning situations where the teacher can introduce some pre-selected language patterns which she knows, from a linguistics standpoint, are particularly troublesome to the non-American English-speaking person.

Regular classroom teachers throughout the district needed some orientation to the nature of the language program, too. Many were quite ready to refer to the language teacher any student who had a trace of a foreign accent. In other instances teachers believed that the function of the language teacher was to teach those students of foreign language backgrounds not only how to speak but to spell and read American English. Others envisioned the teacher as one who had a multilingual ability who reached students

through their respective languages. These ideas had to be dispelled over a period of time.

Since the hour-long or less daily periods of concentrated teaching had to be limited in size from the standpoint of teaching efficiency, some students with a foreign language background who already had a reasonable proficiency with English were not always taken on a daily basis. In some cases those students were brought in only once a week for a special session on vocabulary and pronunciation. The kindergarten age children, as expected, were able to pick up an English language facility almost without any special help. Recognizing that the attention span of the early primary school student is limited and that brief periods of language instruction would not be very productive, we felt that those students could gain far more from the normal daily contact with their classmates and their activities. In fact some students were quite vocal in expressing their displeasure at being removed from their kindergarten play session for language instruction. For some young children the adjustment to a new country, a new school, and one new teacher was about all they could take for a while.

Student Difficulties

To get some feeling for the situation these non-English-speaking students face, take the first phonograph record of any spoken language series, play it, and follow the instructions in an effort to learn the language. As with most correspondence-type work, the mortality rate of even eager learners is high. Then think of the young student in a typical American classroom as he tries to master the complexities of our language. Hear him struggle with what is a simple sentence for you such as: "This hat is his hat."¹ As one student so perceptively stated his feelings, "Learning English is very difficult. At home I speak one language; on the street with the kids, I speak another; for you (the language teacher), I speak another; and for my classroom teacher, I must speak another. This means I must work with four languages."

We do not have all the answers in our program but we are making progress. We know that parents of some of these students do not feel quite so isolated from the schools because they are aware we are seeking to help their children. We are trying to put the best professional know-how to work in an effort to meet a particular need in our district. This is no more than the fundamental responsibility of the schools in any community. ■

¹Gibson, C. M., and Richards, I. A., *First Steps in Reading English* (New York: Pocket Books, Inc., 1957), p. 2.

School Board Operation

ORLANDO F. FURNO and WILLIAM D. FIRMAN

Do school boards elected directly by popular vote provide for better quality education than do those boards whose members are political appointees? Do school boards which are fiscally independent make better educational decisions than do the ones which are fiscally dependent upon municipal controls? Is school quality¹ enhanced if school boards operate as a whole rather than through use of standing committees? Is instruction facilitated if school board members are elected-at-large rather than elected to represent wards or other political subdivisions?

The degree to which these practices and six others exist in 70 fiscally favored school districts in the New York metropolitan area has been surveyed; and the relationships between the individual practices and school quality have been computed. The evidence extracted through this study indicates the wisdom of abandoning some old and generally accepted theories of school administration.

The ten practices which were investigated reflect two humanitarian principles of school administration: structural (political) democracy and operational democracy. Structural democracy operates to place the power of decision and control by law as closely to those who are affected as is possible. Operational democracy, on the other hand, recognizes the desirability of broad individual participation in the decision-making process. Of the ten practices examined, two reflect political democracy and the remainder, operational democracy.

Fiscal Independence

The question of whether school boards should be fiscally independent

or dependent has been a subject of controversy for decades.

In 1922, Frasier,² made the first objective investigation of the quality of education as provided in schools operating under two types of fiscal control. At that time reliable methods for measuring school quality had not been developed. However, Frasier devised an efficiency index composed of six measures indicative of professional preparation, such as holding power, elementary class size, and similar type criteria; and related this index to fiscal dependence. The relationship which he found was —.27. This negative correlation showed that a fiscally independent school system had, on the average, a higher efficiency index score than one in which financial control was in the hands of the municipal fathers.

More than three decades later, this same question was examined again. This time a more sophisticated criterion of school quality was used instead of Frasier's rough efficiency index: the criterion was *The Growing Edge*.

Three out of four of the school boards studied have fiscal independence. The school budgets in these districts are subject to the will of the people and are not reviewable by boards of estimate or other municipal agencies. The relationship found to exist between such fiscal independence and school quality is .36. This indicates, as Frasier's study did earlier, that those school districts which possess fiscal independence tend to be

Dr. Furno is Research Specialist in State Programs for Financing School Operations, United States Office of Education, and Dr. Firman is Research Associate, Institute of Administrative Research, Teachers College, Columbia University.

²Frasier, G. W., *The Control of City School Finances* (Milwaukee, Wis.: Bruce Publishing Co., 1922).

¹The instrument used to measure school quality is *The Growing Edge*, by Mort, Vincent, and Newell.

and Its Import on School Quality

How board operation can improve school quality —

in communities that were providing the more adaptable, high-quality education.

The desirability of fiscally independent school boards appears to be clear if impairment of the instructional program is to be avoided. There are many instances in which nonschool officials who have had the power to interfere in the educational process have interfered — the city of New York represents a case in point.³ In the school systems studied classes tended to be larger in the fiscally dependent districts and the adequacy of the teaching staff tended to be below acceptable standards. Thus, instruction tends to be less and less individualistic. The value and need for supervisory workers, guidance services, and vocational assistance is less recognized and appreciated.

Political Democracy

Although school boards may be fiscally dependent, it does not necessarily follow that the board members themselves are appointed; they may be elected by popular vote. For that reason, this aspect of political or structural democracy was also investigated.

Election of school board members by popular vote has in the past been the prevailing method of selection. In fact, since the beginning of the century, school districts have not changed their method of selecting their boards of education appreciably. As reported in the Biennial Survey of Education in the United States, 1938-40, and by Rollins, 1947, elected boards were found in 76 to 84 per cent of the cases studied over the 47-year period. Seventy-five per cent of the school boards in the present sample were elected by popular vote.

Whether school board members should be elected or appointed has al-

ways been a debatable question. The answer to the question from an educational viewpoint depends upon which procedure produces the best education. Therefore, since the relationship between school quality and school board election by popular ballot is .35, it must be concluded that those school districts wherein board members are directly elected by the voters are the ones which have the better educational programs.

Use of Lay Help

As important as is the structure for effective school board operation, the most ideal legal arrangements can be subverted to the detriment of the educational program. Since schools must deal more with the factors of human relations and self-expression than do most other enterprises, operational procedure is of the utmost importance. Structural democracy sets the metes of invasions into the area of individual liberty, and establishes the limits beyond which those in authority may not go. However, no legal structure has yet been devised to make school boards more democratic operationally than the law requires. As in political democracy, the only real test of the worth of operationally democratic practices is whether or not better education results.

Three practices dealing with the operational aspect of democracy are used by almost every school board in the sample studied. They are: (1) regular board meetings are always held in a public place large enough to accommodate all persons interested; (2) the board always listens to and weighs seriously presentations and petitions presented before it by any community group; and (3) the board makes definite efforts to work with other agencies of popular organization. Apparently, almost all the school boards in the districts studied believe these practices

Structural or political democracy can improve the quality of education through popularly elected and fiscally independent boards of education.

Operationally, board candidates partisanly nominated and representing wards or other election subdivisions are found more often than not in the school systems which have high quality educational programs.

Board operation for quality education leans toward the abolishment of standing committees and individual members' making contracts or decisions legally binding the school.

Boards in practically all districts with quality programs utilize lay advisory committees, weigh with deliberations petitions presented before them, make definite efforts to work with other agencies of popular organizations, and hold public board meetings.

³Frederick C. McLaughlin, *Fiscal and Administrative Control of City School Systems in New York State*, New York State Educational Conference Board, Albany, N. Y., 1947, Staff Study No. 4.

must be included within the fabric of school board operation. However, since practically all boards operate in these ways, the question of whether or not these practices make for better education remains unanswered.

The trend in the fiscally favored school districts studied is to utilize more extensively lay advisory committees, public opinion polls, and other devices for determining the public's reaction to specific school issues. Approximately nine out of ten school boards in the present sample make use of lay advisory committees and public opinion polls to ascertain the public will on specific issues. The relationship between this practice and *The Growing Edge* scores is insignificant. Other findings⁴ indicate, however, that the degree of commitment of the school board to citizens' advisory committees and to the use of polls of public opinion are highly related to the quality of education which the children receive.

Educational literature is replete with suggestions that school board candidates should not be nominated by partisan, political groups and that board members should not represent wards or other election subdivisions. These subjective opinions appear to be based upon the notion that nomination by partisan groups lessens the effectiveness of the school board as a whole because the members' loyalties gravitate toward the nominating group rather than toward the whole educational enterprise. The same argument is used with respect to representation by wards or other political subdivisions.

Manner of Election

In the sample studied approximately seven out of ten school board candidates are suggested or nominated by representative, nonpartisan groups regardless of whether or not they are appointed or popularly elected. Eight out of ten school boards have members who represent the district-at-large rather than a subdivision. Interestingly, the opinions expressed in the literature have not resulted in eliminating the nomination of board candidates by partisan groups, or their selection as representatives of political subdivisions—at least in the

70 fiscally favored communities studied.

In fact, the evidence in the districts studied favors nomination by partisan groups and subdivisional representation. The relationship between *The Growing Edge* scores and board candidates nomination by representative, nonpartisan groups is $-.13$; and between the same criterion and board members who are representatives-at-large, it is $-.61$.

In the case of the first practice, the relationship ($-.13$) is not significant; but it is important to realize that good quality education can be achieved under boards of education regardless of whether its members have been nominated by nonpartisan or partisan groups. This finding seems logical. Our political leaders are partisanly selected; yet most manage to represent not only persons in their constituent areas, but those of the country as a whole, transcending not only partisan but geographical boundaries as well. Surely, the important issue at stake is not the manner of nominating board candidates but rather the qualifications of the candidates.

Findings relative to the question of whether board members should be selected upon the basis of subdivisional representation or as members-at-large significantly favor subdivisional representation. Discounting the $-.61$ relationship, perhaps, the best conclusion that can be reached is that high quality education can be achieved just as easily with board members who are elected on a ward basis as with those who are elected upon a district-at-large basis.

The manner of nomination and the area representation of board members are not the critical issues which many educational leaders have perceived them to be. These practices certainly do not, at least in the districts investigated, produce highly adaptable education. Generalizing, and extending the findings to include all school districts, it is probable that quality education can be obtained through the activities of boards of education whose members have been either partisanly or nonpartisanly selected and who either do or do not represent election subdivisions.

Permeating the literature which relates to school board operation are cautions to avoid standing committees. Yet only four out of ten school boards avoid them in the schools studied. The relationship between *The Growing Edge* scores and standing committees is $.16$. This indicates that those communities whose boards of education do not utilize standing committees tend to be ones that have better educational programs. The relationship is not significant, however. The best hypothesis to draw from this finding would be that the quality

of education children receive matters little whether boards of education operate with or without standing committees.

Most boards of education function as a unit in authorizing necessary commitments prior to their occurrence. The practice of allowing committees or individuals to make decisions or contracts which are binding upon the board of education is generally avoided. Thus, nine out of ten boards operate as a whole. The relationship between this practice and *The Growing Edge* scores is $.72$. Clearly, those districts which have high quality education are the ones whose boards of education function as a whole.

In Summary

In the 70 fiscally favored school districts which were studied, the present findings spell out clearly the following conclusions:

1. Structural (political) democracy can improve the quality of education through popularly elected and fiscally independent boards of education.
2. Operationally, board candidates partisanly nominated and representing wards or other election subdivisions are found more often than not in the school systems which have high quality educational programs. The recommendation is not that board candidates should or should not be partisanly nominated or should or should not represent wards, but that, democratically, it probably matters little which procedures communities use—quality education does not depend upon the manner of selection or representation. Board members usually transcend partisan nomination and strive to improve the whole educational enterprise.
3. Board operation for quality education leans toward the abolishment of standing committees and individual members' making contracts or decisions which legally bind the school district.
4. Practically all district school boards utilize lay advisory committees, weigh with deliberations petitions presented before them, make definite efforts to work with other agencies of popular organization, and hold public board meetings in large enough places to accommodate the interested public. Since these practices are used almost unanimously by the school boards in the districts studied, whether or not these practices promote high quality, adaptable education is indeterminable. Since these boards have moved toward the use of these devices, it is likely that the quality of education children receive, if not improved, is at least not harmed by utilizing these operationally democratic practices. ■

⁴However, this is probably due to the fact that consideration was given only to whether or not school boards used lay advisory committees and opinion polls and not their degree of effectiveness. Harold Stauffer found that the relationship between the school board's degree of commitment to the concept of lay advisory committees and *The Growing Edge* was $.54$; Pratt Krull discovered that what citizens thought on the polls of public opinion, "What Do Good Schools Look Like?" and "What Do You Think Good Schools Could Do?" were related $.38$ and $.42$ respectively to *The Growing Edge* scores. Thus, those districts which had a high degree of commitment to citizens' advisory groups had more adaptable education. Likewise those communities in which lay citizens scored high on the two polls of opinion mentioned above tended to have the more adaptable school program.

Ever since the war years, double sessions have been widely used in relieving overcrowding in our school buildings. Unprecedented shifts in school population have been occasioned by various social, economic, and defense developments. This is one of the big reasons for overcrowding. Add to this the increasing waves of child population currently moving up through the grades and into the high schools, and another measure of the urgency of the problem is painfully felt by everyone concerned with and affected by education in many overcrowded local

out some significant hazards to the educational process. Those common to most schools affect important facets to modern education.

1. *Extra and Cocurricular Activities.* The most obvious parts that yield in a secondary school day cut are the activities and learnings which are not precisely or basically academic. This includes athletics, music, assemblies — even supervised study periods. In the elementary schools, it's the well-rounded health programs, music, arts and crafts, and library that gets taken away most frequently.

Taking the Hazards from Half-Day Sessions

Here are successful solutions
to the problems imposed
by the half-day sessions in
our schools —

ARTHUR S. GREEN
Chicago, Ill., Schools

communities crisscross the nation.

At the present time, there are no statistics on a national level which are capable of revealing accurately whether or not the number of half-day session schools is on the decline or still mushrooming. This is largely due to the characteristic fact about half-day sessions; namely, that the number of them fluctuates from semester to semester — even from month to month — in so many communities. However, with nationwide school enrollments soaring to new record highs again this year, it's easy to realize what the resulting record squeeze on school facilities is having on the number of half-day session schools. Already there are hundreds of schools the nation over that have failed to graduate students who have ever experienced one full day of school in their lifetime. Thus, half-day sessions, originally beginning as a temporary, emergency measure of expediency to be abandoned "just as soon as building could be supplied," will be described by discerning historians of education of the future as a permanent, distressing phenomena of our times.

The Hazards

While most of the research studies and observations that are conducted to measure the disadvantages of half-day sessions are local in nature and are conducted with limited controls, they reveal ample evidence that harks



1. Make more provisions for rest, play, etc.



2. Use other facilities while classrooms are occupied.



3. Schedule two teachers to share the same room.

2. *Individual Attention.* Another equally vital and overt student deprivation as a result of half-day sessions is the slashing of nonacademic school services both within and without the classroom that are focused on individual attention. While the double sessions in themselves help reduce the sheer physical size of classroom enrollments in most schools, there is less time for specialized individualized programs such as speech correction, remedial reading, and a bewildering variety of counseling services.

3. *Academic Learnings.* A closer look reveals that even the academic learnings suffer. A report was made of comparisons of academic achievements of 204 pupils of Alameda, Calif., attending school in both single and double shifts. When pupils were paired and conditions equated, careful measurements revealed that those attending single session schools progressed better. In the schools of Austin, Tex., a comparison of academic achievements of single and double shift students indicated that half-day classes do not provide a satisfactory substitute for the enriched program of full-day sessions.

4. *Learning Atmosphere.* Relaxation and serenity, so necessary to an atmosphere that nurtures learning, is jeopardized when children and teachers are both hard-pressed for time. What's more, for the talented teacher, there can be no reconciliation between a hurried, exasperating day and one which allows enough time to "cover the ground." Because of lack of time, again individual attention—even in the academic subjects—often suffers a traditional dismissal. There is little room for the asking and answering of questions thoroughly.

5. *Family Home Life.* Finally, family home life is disrupted. Even in homes with one parent at home all day to supervise children when they're not in school, two or more children from the same family attending different sessions of the same school often means an agonizing rebudgeting of daily family life, especially in the way of irregular or multi-shift eating schedules. Still worse, double sessions often leave children of working parents alone at home or to shift for themselves elsewhere during the increased hours of the school day that they aren't in school. Unsupervised children easily lose their feelings of security and identity. And when you figure that every third married woman in America has a job outside her household, you get another measure of the urgency of the problems created by double-session schools.

The Solutions

Are there any solutions? Yes, there are.

The most obvious one, of course, is the erection of new facilities. In many overcrowded areas across the country that have been overburdened even after reaching their maximum educational taxation rates, this may mean a change in the local educational tax structure itself or an appeal to sources of aid outside the local community, ones which do not involve outside regulation or control of the educational process in the local community.

Illinois has recently come up with a salient solution. Since World War II, school districts within the state have erected building facilities with an estimated value of a billion dollars. Astronomical as this figure is, as of January 1, 1958, 29 districts in the state were still operating on half-day sessions. The division between highly-metropolitan Cook County and downstate Illinois was fairly equal, with 15 Cook County districts and 14 downstate districts having half-day sessions. Like in thousands of schools the nation over, the half-day sessions existed because of the distress due to enrollment gains coupled with a lack of unexpended power to provide for the required physical plant facilities.

Recognizing this hardship, the 70th Illinois General Assembly, through legislative enactment, has created the Illinois State Building Commission to provide relief for this condition with an appropriation of ten million dollars. With aid from the state, the problem of alleviating multiple sessions in its public school districts is still principally one of the local level, with control at the local level where it rightfully belongs.

In the meantime, the half-day session is not the ideal panacea for overcrowded classrooms. Yet, improvised as it is, it is not enough for school boards and their administrators to cope with it merely by delegating students to classes in a random way. True, many of its problems, such as providing for all the essentials of present-day education may go unsolved as long as the situation exists, but there are other solutions in coping with it that take away much of the sting.

Some significant solutions that have proved successful in many American schools include:

1. Making definite provisions in class schedules for longer periods of rest, play, and nourishing lunches at some midpoint during each session. Both children and teachers need what is commonly referred to in industry as a "break."

2. Scheduling children from the same families who attend the same school and children from families where both parents are working all day to attend as near as possible the same session.

3. Reviewing factors such as personality and temperament of teachers in an effort

to pair off those who are more mutually compatible to share the same rooms. Arrangements such as policies about sharing desks, other room furniture, books, lockers, and bulletin board space should be agreed upon by the sharing teachers before the session begins.

4. Employing double full staffs of teaching personnel, one for each session, with duties assigned as equally as possible. Because of shortened teaching schedules, teachers can give remedial and individual attention to small numbers of students requiring it, outside of the classroom for half hour to hour sessions before or after the shift.

5. Providing literature to incoming students and their parents which orients them to half-day sessions; giving schedules and the reasoning behind it, as well as progress notes about new building construction.

6. Scheduling the use of out-of-the-classroom school space, like the gymnasium, auditorium, or assembly hall for extra and cocurricular activities for pupils of one shift while the other shift is in the classroom and vice versa.

7. Scheduling special high school courses and extra and cocurricular activities like athletics, dramatics, and music in the evening for the entire school.

8. Staggering lunch, recess, playground, and other out-of-the-classroom activities which must occur during the time of the shift to accommodate all pupils equally.

9. Scheduling two teachers to share the same room who take turns teaching and assisting each other during the school day of two different shifts. For example, a double session of 3½ hours each, could be programmed as follows:

Time	Teacher No. 1	Teacher No. 2
9:00-10:00	Teaches	A.M. Shift
10:00-12:30	Teaches	Assists No. 1
12:30- 3:00	Assists No. 2	Teaches P.M. Shift
3:00- 4:00		Teaches

Using this plan allows for great flexibility in the varying needs of individual classes and individual pupils within the classes. The assisting teacher does the clerical work, corrects papers, drillwork, and other routine tasks or coaches small groups of children needing special attention. Another merit of this plan is that it frees classroom teachers to perform out-of-the-classroom responsibilities such as hall and playground supervision and attending faculty meetings during the school day, while children are supervised by another responsible teacher. Primary grades using this plan have achieved academic results which are often equal to full-day classes.

Conclusion

However temporary or permanent the makeshift arrangement of double sessions is, its hazards constitute a threat that can realistically jeopardize all of the important essentials in a first-class education. The only way out completely is more learning space. In the meantime, there is a bewildering variety of techniques which can spare our students much of the hazards and help assure them of an equality of opportunity to an enriched education in a democracy. ■

A list of questions to help supervising principals
evaluate their own in-service growth —

How're You Doing ? Mr. Supervising Principal

ROGER M. WOODBURY

Assistant Superintendent, Wellesley, Mass., Schools

For a considerable number of years, educators and the lay public alike have recognized the fallacy of the teaching-principalship as a position in a modern public school where the multitudinous responsibilities of educational leadership ("supervision") of the principal in his

school and community with all its ramifications constitutes more than a full-time job. By the same token, a teacher in a modern classroom with 20th-century children who also has the title of principal is automatically handicapped in carrying out any kind of effective school

administration and educational leadership because of the stringent demands of her pupils.

In other words, if we are willing to face facts, we will quickly admit the impossibility of combining these two positions with any degree of real effec-

Some key questions
for the supervising
principal —



? Do you frequently visit classrooms and stay long enough to observe the pupil-teacher relationship

? Do you have any record keeping for your own reference regarding classroom observations to enable you to follow up conferences effectively

? Do you guide teachers toward continuing professional and personal growth by providing them with a variety of challenging and stimulating opportunities

tiveness in buildings of 300 children or more. Teaching a room full of children is also more than a full-time job. In this day and age we need competent, full-time teachers if we are going to more nearly accomplish all we say we need to, and we need competent, full-time principals if teachers and parents and the community are more nearly going to approximate their expressed educational and cultural goals.

Supervising Principals

Many communities have long been faced with the dilemma of teaching principalships. Gradually, as communities grew and the systems expanded to include new school buildings and additions to older ones, it had become possible to convert teaching principalship positions to supervising-principalships and to replace teaching-principals with supervising-principals.

The reasons for changing these key administrative positions are well founded and pretty generally acknowledged by school officials and the lay public. The advantages accruing from this kind of administrative organization have been spelled out many times. However, it seems insufficient to simply change the name of the position and the physical provisions (the time, the schedule, etc.) from one position to another and to simply drop people into them without providing some implementation for the changes in thinking and action. These, of course, must take place in the teachers and principals and community members if these new role relationships are to become truly effective and meaningful in terms of better teaching and learning.

For the past 20 years, good school systems have done a rather commendable job in providing orientation and in-service opportunities for members of the teaching staff. It has been rather evident, however, that far too many of those outstanding school systems have sadly neglected making similar provisions for its key people and not faced up to one of their vitally important responsibilities of providing the machinery and setting in motion continuing opportunities for the in-service growth of those in important leadership roles. There seem to be all too many instances in the schools across the country where a supervising principal is simply having more time to do a better job of those same tasks he was doing on marginal time as a teaching principal. To prove or disprove the point in question, let's do a little concrete self-evaluation, using some of the very objectives or responsibilities which we claim necessitated the establishment of the supervising principalship.

Let us ask ourselves the following questions regarding our provision of educational leadership or supervision:

Evaluating the Supervisor

1. Do we frequently visit classrooms and stay long enough to observe the pupil-teacher relationship; the effectiveness of the teaching-learning situation; the methods, materials, and organization for effective learning?

2. Do we do any record keeping for our own reference regarding classroom observations to enable us to follow up conferences effectively? We expect teachers to do this kind of accounting regarding their pupils and their instructional planning. Is it not an essential part of our job also?

3. Do we provide systematic, planned, and effective follow-up of observations? Do we take time regularly to sit down with teachers to discuss objectively and specifically their needs and problems in a sympathetic and understanding way?

4. Do we guide teachers toward continuing professional and personal growth by providing them with a variety of challenging and stimulating opportunities? Do we help them obtain the kind and quantity of supplementary assistance, counsel, and resources; human and material, they need and to help them recognize and accept the fact they need it?

5. Do we really get to know the children in our schools? Do we know many of their names, their interests, their needs and problems, their home situations? Do they get to know us as friends and feel free to talk with us about their problems in school, about their hobbies, and about their outside interests? What specifically do we do about those children's deep consuming interests to encourage them and help them develop? How are we capitalizing upon the specific interests and abilities of teachers and pupils? Have we sufficiently taped and channeled these powerful forces for enrichment and greater fulfillment of human goals? This area offers some of the keys to effective motivation and is perhaps one of our most neglected. What can we do about it? Have we inventoried these teacher and pupil talents, special interests, and abilities? That's the first step; nurturing them in a great variety of ways can be explored co-operatively.

6. Are we democratic in our administration? Do we put into practice those democratic principles which our teachers teach? Do we provide means for co-operative planning and decision making and then abide by the decision of the majority? Do we encourage opportunities for democratic participation by our children in the school and in their classrooms? Do we take time to interpret established policy and are we receptive to reaction?

7. Do we free teachers and children from those many little bothersome, time-consuming interruptions and trivia? Do we keep our school free from commercial exploitation?

8. Do we know our partners in education—the parents of our children; and do we provide them with opportunities to exercise their partnership in constructive ways? Do we know parents as neighbors, as resource people, as specialists in many areas useful in supplementing classroom instruction; and do we capitalize upon them to provide enrichment for the school

program, bringing new and challenging interests to school and assisting in nonteaching jobs bringing added relief to overworked teachers?

9. Do we maintain an open-door policy, with a welcome sign on the mat, to all visitors and capitalize upon each visit as an opportunity for developing good public relations?

10. Do we encourage and assist in putting into motion activity which provides effective communication to all members of the staff, to children, to parents, as well as to members of the community at large? Establishing and keeping the lines of communication open and effectively functioning at all levels, at all times, is an important prerequisite to the intelligent understanding so essential to productive co-operative assistance. This area of activity is also one of the most neglected by school systems, individual schools, and individual teachers, and one of the most urgently needed activities in this era of expanding school populations, skyrocketing budgets, and shifting curricula.

11. Do we assume a leadership role in the community, in civic affairs? Do we contribute regularly to our chosen profession by participating in professional activities outside our schools, outside our communities? Do we contribute to the professional publications to share the benefits of our successful undertaking with others? Do we strive to break the barrier of static complacency by encouraging experimentation and application of the findings of new research?

12. Do we conscientiously strive to broaden our own thinking, enrich our own knowledge and extend our horizons?

Key Effectiveness

These questions are but a few we must ask of ourselves if we truly believe in the description of the job of a supervising-principal as it is commonly stated. No one person can say "yes" to the majority of these questions but the degree to which we can answer yes will indicate some measure of the effectiveness of our administration of the key position which we hold in our school-community.

How can we move our present *modus operandi* to one of wider effectiveness and to realize a real measure of professional growth? Perhaps one of the most promising methods is to set up a single or a series of recognized needs for ourselves, for our school, for teachers, or for children which are attainable. Next, outline briefly the specific steps necessary for this accomplishment and set a time schedule with a deadline not too remote. Then, begin. Tolstoy wrote "It is easier to write ten volumes of philosophy than to put one principle into practice." This is no doubt true. However, Plato said, "The beginning is half of the whole." So the trick is to make the beginning for from such a beginning a richer, more rewarding experience in education is available to your children, your teachers, and yourself. ■

Don't overlook local industry
when vitalizing your science programs —

Making Use of Local Talent

CHARLES F. WILDE

Principal, Burnt Hills-Ballston Lake High School
Burnt Hills, N. Y.

Weeks before the Soviets sent Sputnik I hurtling through the heavens to create a demand for bigger and better science education in American high schools and colleges, the Burnt Hills-Ballston Lake high school, located at Burnt Hills, N. Y., had launched a science-stimulating program that is attracting unusual interest and attention in the capitol district of New York State.

Located a few miles from the Burnt Hills school are two of the finest science research centers in the world — The General Electric Atomic Power Laboratory and the General Electric Research Laboratory. Employed in these centers are men and women internationally known in all fields of electrical and atomic research.

So it was to these people that the science faculty and administration of the school turned for help and inspiration in organizing an extracurricular program in the field of science — a program that would be different from and more valuable educationally than the usual science club affairs.

A number of scientists and engineers connected with the G.E. are organized for the purpose of offering assistance to area schools and to work with science teachers in their extracurricular programs. They operate under the title of Mohawk Association of Scientists and Engineers, or, as they call themselves — the MASE Program.

Unusual Science Clubs

The MASE group responded enthusiastically to a request by the science supervisor of the BH-BL school to sponsor some sort of program, and, working with the science faculty at the school, developed a series of clubs to meet all possible pupil interests. As a result of a survey made among the students of the school, clubs in the following fields were organized: astron-

Industrial technicians are shown, at the right, supervising an experiment in analytical chemistry and, below, offering advice to the school's radio club.



omy, microbiology, radio, physics, nature study, chemistry, and photography. Nineteen men and women from the General Electric laboratories offered their services, as advisers. Four science teachers acted as faculty sponsors.

The club meetings were scheduled for

evenings, 6:30-8:00, a convenient time for the MASE volunteer supervisors. Meetings for most clubs were held twice a month. It was also felt that evening hours would discourage students who might otherwise attend merely on the pretext of missing some

other required activity such as supervised study.

A Successful Program

Without a doubt the program has been a success. Student enthusiasm has not lagged, and attendance has been good even during unpleasant winter evenings. Parents have been only too happy to furnish transportation. Worthwhile projects have been undertaken in each club. In the chemistry groups the students have analyzed the hardness of water by the titration method and have accumulated data on the rate at which oxygen is liberated from hydrogen peroxide by the use of a catalyst. Members of the microbiology club have performed experiments on plant chromatology in which they separated the different chlorophylls in plants for further study. The students in the field of astronomy built their own telescope, and the boys in the radio club hope to have a transmitter in operation by the end of the term.

In addition to meetings held at the school, the students are given the opportunity to visit the General Electric Company laboratories where they may observe commercial experimenting at firsthand. Other facilities are sought out and used profitably such as the planetarium in the nearby Schenectady Museum, the radio telescope at the Rensselaer Polytechnic Institute, and the Dudley Observatory of Union University. Occasionally the clubs get together for assemblies to hear talks such as the ones given by two General Electric men, Dr. V. C. Wilson, who discussed cosmic rays, and an address on careers in science given by Dr. G. W. Hazzard of the General Electric Personnel Department.

In all, the success of the program at the Burnt Hills school has been most encouraging, and it is performing a real service which is appreciated by students, teachers, and parents.

As James Swain, of the General Electric Company, head of MASE, has said,

"For strength, a democracy requires a citizenry well informed about science and technology as well as other matters having a vital influence on the survival of our culture.

"Not only does the MASE program provide a community service, it is likely to provide a much needed improvement in public relations for science and engineering.

"In this latter respect, the mad monster picture of the scientist will disappear. A scientist doesn't like that type of associationship."

Swain has also expressed the hope that the program will expand to include other than scientific subjects and that youngsters will be able to have a broader view of the humanities. ■

A simple, effective, co-curricular method
of enriching the secondary program —

The Discussion Panel

ELDEN M. AMUNDSON

Superintendent of Schools, Plymouth, Wis.

The formation of a high school seminar in Plymouth, Wis., resulted from a need for discussion that could not be supplied in the classroom. In 1957 ten boys at the end of their junior year, decided to meet every Wednesday noon of their senior year and discuss subject matter concerning contemporary conditions as well as past and future problems. These problems ranged in scope from individual to international affairs. A district science teacher, Mr. Ardin Owens, was asked to assume the position of adviser and moderator and has been serving ably in that capacity for the entire year. The seminar has no formal organization and is not a school activity. The meetings are informal and discussion is never lacking.

Many interesting topics have been taken up in the past year. They included segregation, the atomic and hydrogen bombs, extra-sensory perception, politics, mathematics, guided missiles, satellites and space, the threat of a recession, the value of the small college, the education crisis, and other interesting topics.

Two projects stand out this year. The first was the writing of a letter to certain individuals prominent in both state and national government, concerning the recently passed education bill. As a result, the seminar has received information and letters from such men as Secretary Hew Folsum, Senators Alexander Wiley, William Proxmire, and others. The other project is currently being worked upon and includes the writing of a petition to the school board to build a cafeteria for the use of the students. The seminar has distributed copies of this petition and has secured about 1000 signatures.

The boys feel that much good has come from these discussions. The first and most obvious benefit is the actual learning of facts. In addition to this is the creation of interest in different fields that might otherwise be neglected. Still deeper, though, is the development in intelligent discussion, the organizing of thoughts, and the attacking of a problem with an open mind. These traits are necessary if a man is to function properly as a citizen in a democracy. ■



Mr. Ardin Owens, advisor of the senior seminar at Plymouth, Wis., high school, is shown above with the ten student-members of the school's discussion session.

A growing problem in public school administration is the frequency with which a school system must deal with requests for use of the organization and influence of the schools in advertising, selling, soliciting, contributing, publicizing, or providing for attendance at various events on school time.

A policy designed to control such encroachments upon school time was adopted recently by the Springfield, Mo., board of education. The administrative regulations which have been placed in force since the adoption of the board policy have been quite successful in the restoration of more time for use in instruction.

In its policy, the board specifically emphasized the necessity for preventing encroachments upon school time and recommended that "the superintendent of schools and the administrative staff carefully consider and evaluate all requests originating from groups, both within and without the school system, in terms of their contributions to the educational goals."

Written administrative regulations have assisted in implementation of the board of education policy, and when the Springfield school system's *Manual of Operations* was revised in 1957 the regulations were published in it.

Single Fund Drive

Probably the most significant of the rulings was the one which provides for only one financial drive involving students in the school system conducted annually for one week simultaneously in all schools.

The fund drive, which has become known as the Springfield Public Schools Pupils' United Fund, has eliminated many separate drives by health and welfare agencies but has also preserved the educational phase of all such drives which has been of more interest to agencies involved than the actual funds raised.

Not later than March 1 prior to the solicitation, which is conducted one week before Thanksgiving each fall, various student council organizations in elementary, junior, and senior high schools of the school system submit recommendations on agencies which should be included in the United Fund along with recommendations on pro-rata shares each should receive. The administrative council, taking all student council proposals into account determines each year the participating agencies and share to be received by each. The administrative council also provides instructional materials on each agency to be included in the United Fund study and drive. Teachers strive to make the week-long campaign an occasion for intensive study about the purposes and functions of various agencies included. A new study guide is developed each year by a teacher-principal committee.

Other Devices

In addition to the fund solicitation control program which salvaged much time for instructions, several other savings of instructional time have been developed.

How to Deal With Fund Raising

ROBERT C. GLAZIER

Director, Public Information, Springfield, Mo., Schools

- No pupil, teacher, or other school employee may be solicited by agents or representatives of business, commercial, or financial institutions while on school premises, except as such business relates to the school program and then only by authorization of the member of the administrative staff concerned;

- No article may be sold by or to pupils under direction of the school except those approved by the administrative council and superintendent and offered for sale in connection with the instructional program;

- No tickets are sold within a school for events other than those sponsored by the school itself. All interschool sales of tickets must be approved by the administrative council and the superintendent;

- Material originating outside the school system — such as circulars, handbills, posters, cards, booklets, or other types of advertising — are not displayed or distributed to teachers or pupils or sent into homes by

the school unless approved in advance by the superintendent with the advice of the administrative council. All such materials approved are sent from the central office by regular school delivery system to individual schools for distribution;

- Schools do not provide lists of pupils and their addresses for commercial purposes, except for an annual enrollment list maintained in the offices of the Springfield Chamber of Commerce and lists of high school seniors;

- No program, plays, or announcements originating from sources outside the school system are scheduled in any school and no requests for service are fulfilled, unless approved in advance by the superintendent with the advice of the administrative council;

- Interscholar programs, plays, and rehearsals must have approval of members of the administrative staff concerned in advance of presentation. ■



A display showing a school's climb toward its United Fund goal stimulates student interest.

Developing a System of Merit Rating

Some basic thoughts on: What shall we evaluate?

How shall we evaluate? Who shall evaluate?

ROBERT L. HILLERICH

Principal, Westbrook Elementary School, Glenview, Ill.

Merit rating — professional evaluation related to salary — is being given a second look in many communities. What are some of the qualities a school system needs in order to develop a workable plan for merit rating on a professional level? Our thinking here is based on Glenview's system which has been in operation for about nine years and which, while certainly not ideal as yet, seems to be operating for the benefit of all.

There should be no consideration of merit rating in a school unless there is first of all a good working relationship among the entire staff, teachers, and administrators. To be successful there must be mutual trust and confidence, a sharing of problems and ideas. When there is sincere recognition of individual worth, merit rating need not be feared.

Nor should it be considered unless there is money available to support it. Even critics of the idea point this out, and a look at existing practice verifies it. Any school system must remain competitive at the beginning salary level. Then if increments are not realistic, teachers will not remain. As a result, a "good" salary schedule must be maintained while paying extra for "merit."

Finally, if we are interested in merit rating, the system must be developed *co-operatively*. This means literally together: not by the administration with a teacher committee to rubber-stamp it; not by a committee of teachers alone, but by the entire staff. We can all recognize the value of such a procedure in the degree of acceptance it has by the group, but it has a more important asset. To develop any such plan co-operatively means that the group involved must sit down together and work out their goals and philosophy with some semblance of agreement. Such a procedure is the most difficult and most basic action a group can take.

To go farther in specific terms would be to negate this insistence upon co-operative development. One cannot transplant a system from one locale to another. However, we can suggest some points to be considered and the dangers thereof.

1. The Evaluated

What are we going to evaluate: the teacher? the educational process? the results? There is some evidence that teacher personality plays an important part in education, especially of younger children, but to evaluate on this alone would be most foolhardy. There are those who insist that the teacher's worth can be measured only by the results achieved. Does this mean that you cannot recognize a good carpenter until he has finished the house? We must admit that if we are to look only at results, they aren't all evident by the end of the school year. However, we cannot assume that because we are evaluating the process (teacher) instead of the end result (the education of the children) that we are in error. It should be obvious that, having established mutually agreed upon goals, as we improve our means we hasten our approach to those goals.

Do not educators know something of what constitutes good teaching and good teachers? As others have observed, we claim to know this when contract time comes. Merit rating looks not only at the negative side — to rehire or release — but also at the positive — good or superior.

Admitting this much, we still need to determine "good or superior in what?" Here again past practice in rehiring should be an indication: first and primarily, we are concerned with the teacher's relationship with her children, professionally and personally; then her relationships with others in the profession — the staff; finally her

relationships with the community — the parents.

2. How to Evaluate

How shall we evaluate? The answer to this question will be partially determined by our answer to the first. If we are interested in results we will measure the children — achievement tests, attitude scales, personality, etc. Here is objectivity, but are we measuring the right thing at the right time?

There have been developed many evaluative scales purporting to measure objectively teacher performance. We do come up with a very exact score on such instruments, but what of the rater who determined if this specific item was worth four or five points? Such scores are dangerous in their very exactness. On the other hand, with nothing to guide us, rater and rated can drift far apart in their understanding of what is being rated and how.

The alternative must be for the staff to develop their own outline or guide for evaluation. If we accept the belief that teaching is both *art* and *science*, we will allow for this by refusing to attribute so many points for a particular act. Our guide will remain a guide and not a scale: it will help both rater and rated without limiting either.

Likewise method will be related to the very purpose in having a merit system. If we use a scale to "rate" — in the sense of judging — we are merely assigning a monetary value to a teacher's performance. In such a case we could and should have saved time and money by avoiding merit rating to begin with. On the other hand, if the purpose is to improve instruction, we cannot settle for a spot check of teacher performance; we need evaluation in the best sense of the word. We need to work with the teacher, to understand what she is doing and to share together on the merits of this or

that procedure, possible other approaches, effects on the children, etc.

3. The Evaluator

Who shall evaluate? As already suggested in the above paragraph, the teacher concerned *must* be involved. The alternative leads to improved instruction only as the rod and candy bar lead to learning. As to the other participants, they are insignificant by comparison. In practice one finds the use of teacher committees, supervisors, administrators, and combinations thereof. Here again the individual staff in planning the system, is most important in making the final decision. However, certain considerations are of value. Again assuming we want to improve

instruction first and second want to evaluate for salary, we would need to look elsewhere than a teacher committee. The teacher committee could undoubtedly, upon analysis of the pertinent facts, arrive at an evaluation of a specific performance. Certainly — via the grapevine — they would have some idea as to the effectiveness of the teacher under consideration. However there are two serious objections to this method: first, someone must be in the classroom to gather the data for the committee and as a result that person's evaluation is automatically injected into the consideration; second, how will the committee's value judgment help the teacher in improving her instruction?

The evaluator must be someone who has the time to spend with each teacher — a supervisor or supervising principal. On this point it has been said that there is danger of the supervisor or principal losing his effectiveness for helping by becoming the judge. Here again it is most likely a matter of how the assignment is handled. And on the other hand, this responsibility forces the rater to leave some of the administrative details to do a more effective job of supervising. If mutual confidence exists, it can certainly be maintained. Unless the evaluation is a co-operative endeavor, however, instruction will not improve and that confidence will be lost.

Somewhere — Robert Flahive, Milwaukee, Wis.

SOMEWHERE IN THIS CITY . . .

There are persons — adults and children alike — seeking recognition, acceptance, security, success, satisfaction . . . and affection.

There are persons — adults and children alike — struggling to achieve ambitions, ideals, hopes, and dreams, while trying to overcome worries, disappointments, handicaps, and griefs.

There are persons — adults and children alike — regarding human affairs solely in a selfish, subjective manner, forgetting about others, and man's relationship to his neighbor.

There are persons — especially mature, educated adults — trying to retain proper perspective and an objective outlook, remembering the relativity of such conditions as time, place, circumstances, and personalities.

There are persons — especially mature, educated adults — thinking the following thoughts, drawing considered conclusions, and resolving to take positive action in practicing the Golden Rule.

SOMEWHERE IN THIS CITY . . .

There are young children entering a wondrous new world, attending school for the first time . . . forming lifelong impressions, meeting new friends, savoring thrills, feeding on excitement . . . missing home and favorite toys . . . eager to learn, hoping to impress teacher, wanting to excel.

There are other boys and girls returning, less reluctantly than they admit, to their school with its familiar faces and places . . . full of left-over fun and after-effects of recent experiences, both glad and sad . . . scrubbed and polished, vibrant and anxious, all-knowing . . . but compulsively curious.

There are some youth approaching times of great moment or decision . . . some enshrouded by the mysteries of adolescence . . . some challenged by approaching graduation . . . and a restless few wavering on the brink, gambling with their lives, character, or educational future . . . all secretly seeking a steadying hand, a warming glance, a heartening word.

There are parents, young and old, identifying themselves with their child's school and his teachers . . . forming or renewing acquaintances . . . expecting much, wanting the best . . . protectively and interestedly watching, listening, and waiting . . . forming opinions, measuring progress . . . wanting to help, hoping to be invited to become partners.

SOMEWHERE IN THIS CITY . . .

There are new teachers experiencing the surprises and joys . . . trials and troubles of their first year . . . feeling alone in the crowd . . . looking for sincere friendship, competent counselling, understanding leadership . . . bolstered by their own dynamic enthusiasm, admirable altruism, wavering self-confidence, and saving love of children.

There are veteran teachers nearing their retirement . . . vowing to make this the best, most fruitful and enjoyable year of all . . . finding double enjoyment in what the children do and say . . . treasuring friendships . . . storing memories.

There are many teachers — for whom this year is neither the first nor the last — reminding themselves that each semester, each class, each lesson, each child is different . . . reviewing personal strengths and weaknesses, making plans, and promising themselves to make this the best year . . . aiming high, striving hard, hoping for a good, a healthy and a happy year.

A simple, effective method of —

Meeting Individual Differences

HAROLD W. NETZLEY

Elementary Principal, Tipp City, Ohio, Exempted Village Schools

The task of instructing a heterogeneous group of pupils in a classroom of any grade is usually quite unsatisfactory. With the wide range of mental maturity and achievement ability of the pupils, teachers are prone to plan their teaching to suit the needs and abilities of the average child, thereby failing to challenge the bright or gifted child, and at the same time frustrating the slow learner.

To take care of the individual differences of pupils, teachers often divide their classes into three or four groups for instruction. We, at Tipp City, tried this plan for a few years, but, in 1947, we changed to a plan whereby children are grouped by rooms according to their achievement ability.

We feel that this plan has been quite successful. Pupils in every section of a grade are always challenged but are seldom frustrated. Pupils are not accelerated. Their program is enriched by an abundance of instructional material suitable to their needs and different abilities.

If a pupil is assigned to any section of a grade and we find that he is bored because the work is not challenging, he is moved to a faster achieving group where he will find enjoyment in the challenge of keeping pace with his group, we move him to a slower moving group where he can be happy because he is able to travel at the same rate as his classmates.

The slow-learning child, who is often a discipline problem in a conventional setup, is instructed at his own level regardless of the grade placement. Each September he begins where he left off the previous term. Here, too, we find a group of children who enjoy their work

because all are progressing at about the same pace.

This plan of grouping is, to us at least, a satisfactory answer to the problem of meeting individual differences among pupils. While it may not be a perfect plan, the teachers, parents, and pupils are satisfied with it, and that is why, after ten years of successful operation with the plan, we aren't thinking of changing to any untried plan.

An Ungraded Primary

We have an average enrollment of about 150 pupils per grade. We divide each grade into five sections. The faster-learning group should have 25 to 30 pupils. In the slow-learning group, 15 to 20 pupils are enough. The high-average, average, and low-average groups take care of the remainder of the pupils.

We began to plan an Ungraded Primary Department several years ago. After much study and planning we organized this department in 1953. This plan provides for continuous progress for each child with no skipping or repeating of any part of the program. No primary child is expected to learn that which is beyond his capabilities. No child is expected to bide time waiting for slower or less mature children. All children enjoy the advantages of working with others who are progressing at about the same speed.

Progress through the department is tied to the pupil's progress in reading since ability to read is essential to all progress in any school.

We have eight levels in the primary department. They are: Level I, Readiness; Level II, Pre-Primer; Level III, Primer; Level IV, First Reader; Level V, First Second-Reader; Level VI,

Second Second-Reader; Level VII, First Third-Reader; and Level VIII, Second Third-Reader.

When a child enters the primary unit, he is given a period of readiness activities until he has progressed far enough to undertake the more formal reading activities. Most of our pupils attend kindergarten where they are given a mental maturity test. This enables us to group the pupils fairly accurately when they enter the unit. A second test is given soon after school begins in September. The results of these tests, plus the teacher's appraisal of the child, will determine in which group of Level I the child will be placed. We may have to move a few children from one group to a faster-moving or to a slower-moving group during the term.

After a child begins his formal reading program, he progresses at his own speed through the eight levels with no failing and with no acceleration. Most pupils will complete the levels in three years. For some it will require four or five years. This plan is no substitute for lack of native ability of pupils.

In this plan we still maintain our grouping by rooms. To keep the bright or gifted child challenged we enrich his program. We may have from two to five sections working on the same level. We have more than one hundred sets of books, other than their basic readers, that are available whenever the teacher thinks they can be used profitably. These books are classified by levels. Each teacher has a list to which she may refer to determine her choice when she needs a new set for her class.

Our local public library furnishes many books for each reading level. They are issued to any room for an indefinite period. Teachers make use of hundreds of these books each year.

Parent Information

A progress report is sent home with the pupils at the end of each six-week period. Each pupil is rated according to his progress in comparison with the teacher's estimate of what his progress should be. The card also shows the level on which the child is reading so that the parents can get a continuous picture of the child's progress. These reports are supplemented by a conference with the parents when one seems advisable.

It is a difficult task getting parents to understand this plan. Each May we have a group conference with the parents of the kindergarten children. Here the entire plan is explained in detail. Numerous conferences are a necessity. Explanations at the Home-School Club and various civic organizations help the parents to understand the plan. We use our local newspaper as another means to reach the public. ■

A Place to Put Things

AZILE WOFFORD

Associate Professor, Dept. of Library Science
University of Kentucky, Lexington

A recent letter from a graduate of our department, now a successful school librarian, contains this statement: "I had shelves put in my office from floor to ceiling and am I ever glad to have more places to put things! I have spent the day lugging books — just 'putting'!"

The eternal cry from the school librarian for "more space to put things" is not a chronic occupational ailment. Space to put things really is needed if the school library is to function properly in providing easy access to all types of materials for enriching the curriculum and developing an adequate reading program in the school. The problem of lack of storage space in school libraries stems all too often from the fact that administrators fail to consult librarians in the first place, preferring to leave planning to architects who may not understand school library needs, or do not actually believe there is need for whatever space the librarians request. Consequently, many a school library is crowded for lack of space the day it is opened and many a school librarian offers library service under handicaps. Yet it is simpler and less expensive in the long run to provide adequate space when the library is being built. In fact, provision for expansion should likewise be taken into account. This applies to space for materials as well as for readers, often the chief consideration in planning.

Book Storage

Storage space in the school library is needed for books: those in the "live" collection housed in the reading room; books to be mended or rebound; books that must be discarded as soon as time permits to work on the records; duplicates of once popular books that are no longer in great demand; and, above all, new books in the process of preparation for use.

Storage space is needed for unbound magazines, useful for reference, and for the few magazine titles of sufficient value to be bound. Files must be provided to house material in the informational, or vertical, file and the picture collection. If audio-visual materials are a part of the

local school library collection, space must be provided so that readers may not handle them and where there can be some control over heat and moisture. Supplies, both those of a general nature and those for definite library use, need to be stored where they will not be visible and where pupils generally may not have access to them. There are plenty of things to be put in a school library and space is needed to put them.

Sufficient shelving should be provided in the reading room to house at least 10 books per pupil enrolled and to provide for expansion. Planning for adequate shelving takes into account avoidance of breaking wall space by unnecessary doors and windows, placing light switches near, or even, on door facings, and putting pipes and other obstructions into the walls themselves. Then it is wise to place shelving on all available wall space.

More and more, shelving is being built as part of the library contract rather than purchased later. This practice is acceptable if administrators and librarians will see that only seasoned lumber is used for shelving, to prevent warping and that standards for measurements are followed.

Shelving Construction

Each shelf should be 3 feet in length and made adjustable by the use either of metal strips with sprocket holes into which hooks on the shelf will rest attached to the uprights, or by holes bored at one-inch intervals in the uprights into which are screwed metal pins on which the shelf will rest. No school library with fixed shelves to accommodate books of widely varying sizes can function to maximum capacity or with facility.

For ordinary books, shelves 8 to 10 inches deep meet accepted standards, though some shelving 10 to 12 inches in depth will be necessary for reference and other oversized books. In all elementary school libraries, it is essential to have a section or so of such deep shelves with plywood divisions about every 6 to 9 inches to keep in proper arrangement the many needed picture books. These shelves cannot be adjustable and should be at least a foot apart.

In elementary school libraries, shelving should not be more than 5 feet high, planned to take care of 5 shelves. For high schools, 6 feet 10 inches, certainly

"Adequate space for
storage will go far
toward assuring
smooth and quick
service demanded in
school libraries."

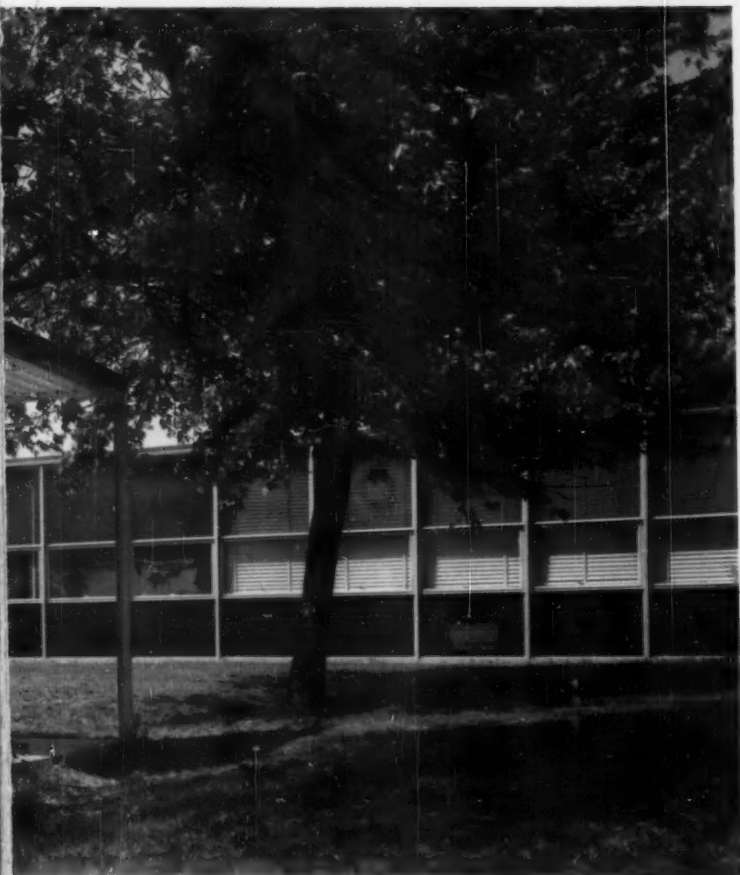


Fresh as clover—



Drive out along Given Road in the town of Indian Hill, Ohio, and you'll come to a school that's as striking as its address, and as clean and fresh as the fields around it. It's the Cincinnati Country Day School—built with steel window walls because the architect wanted beauty and economy.

and the cost is down-to-earth



The porcelain-enameled steel panels, window sash and mullions are factory-assembled into complete floor-to-ceiling wall units and delivered ready to install. A small crew can erect an entire wall in only a few days. Labor and equipment costs are trimmed to the bone.

You can use lighter, simpler foundations because steel window walls are light . . . less than $\frac{1}{4}$ the weight of a conventional wall.

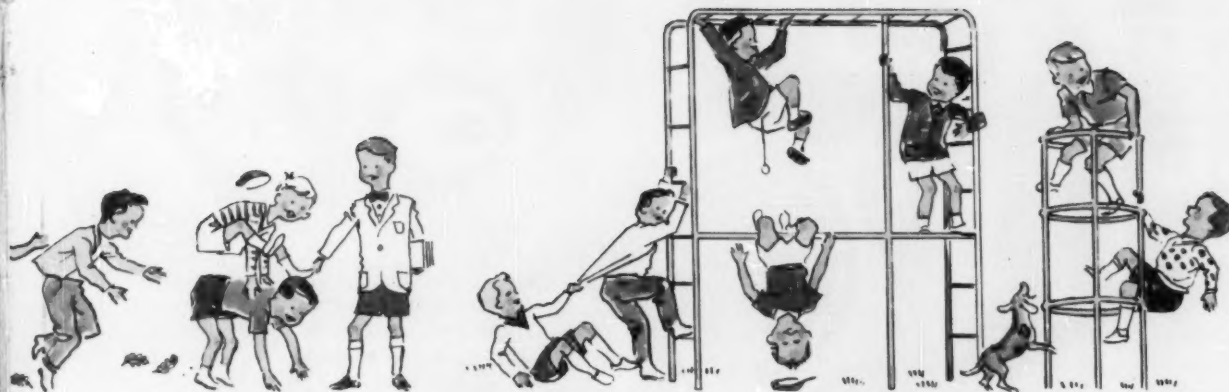
Porcelain-enameled steel panels *continue* to save money because they never have to be painted, scraped, pointed or resurfaced. The color will not fade. The walls will always look bright and new with just an occasional wash—often, rainfall alone can do the job.

Beauty. Low cost. Low maintenance. Want more information? Write United States Steel, 525 William Penn Place, Pittsburgh 30, Pa.

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Cincinnati Country Day School, Indian Hill, Ohio
 Architect: Carl A. Strauss, Cincinnati, Ohio
 General Contractor: Chas. V. Maescher & Co., Inc., Cincinnati, Ohio
 Curtain Wall Contractor: Fabricated and erected by Knapp Bros. Mfg. Co., Cincinnati, Ohio
 Panel Fabricator: Porcelain Steel Corporation, Subsidiary of H. H. Robertson Co., Connersville, Indiana

USS United States Steel



not more than 7 feet, is suggested for the height of shelving to take care of seven shelves. A baseboard 4 to 6 inches high should be placed below the shelving and it helps greatly in seeing the books there if the lower shelf tilts at a backward angle.

When books are properly shelved, each shelf should be only two-thirds full. Counting 8 books to the running foot for high schools and 10 to 12 books on the elementary level, something over 100 books can be shelved to a section of shelves. About 9 sections of shelves are required therefore to house each 1000 books in the reading room.

Displaying Magazines

Magazines in the reading room should be housed on special sloping shelves which display them in plastic covers. Underneath each sloping shelf a flat shelf provides convenient space for several previous issues of each magazine currently displayed. Back issues of magazines are housed in the storage room where they are still available for reference use. They should be grouped in stacks of 4, 6, or 12 months, according to frequency, tied with tape and labeled with the name of magazine and dates covered. School libraries generally keep from 3 to 5 years of back issues of all magazines indexed.

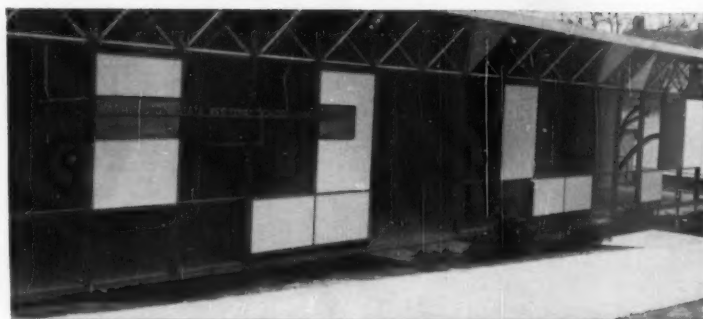
Shelves in the workroom and storage space adjoining the reading room of the school library should be built to the same dimensions, except that they may run taller. Stored materials will not be needed so frequently and may on occasion be reached with a step stool or ladder.

Filing cabinets are needed to house material in the informational, or vertical, file and picture collection. The 4-drawer height is suitable for the school library and legal is preferable to letter size. The files should be fitted with ball bearings so that the drawers will open easily even when full.

Housing Supplies

Supplies of all sorts are best housed in cabinets built above and to either side of the essential sink in the workroom. Some space in the lower cabinet area should be built in with large flat drawers to house posters, charts, and other materials that otherwise offer problems in storage. Drawers are also the solution for storing small quantities of audio-visual materials. Schools with extensive stores of audio-visual materials will undoubtedly purchase standard equipment for housing them if they are to be kept in the library. In the workroom also provision should be made for work counters, with formica tops, and space underneath for accommodating those who are seated.

Adequate space for storage will go far toward assuring smooth service demanded in libraries and toward keeping the librarian happy. Both librarians and administrators should work toward the goal of providing needed "space to put things" in libraries of the future. ■



Front exterior and aerial views of the "Washington State Regional School Laboratory," a unique classroom lab devoted exclusively to the study of specific problems in school planning, construction, maintenance, operation, etc.



Washington's School Design Laboratory

The Washington School Building Research Program, under the joint sponsorship of the Division of Industrial Research, School of Education, and the Department of Architectural Engineering of the State College of Washington at Pullman, has begun operation of a unique classroom laboratory devoted exclusively to the study of specific problems in school planning, construction, design maintenance, and operation. The structure is called the "Washington State Regional School Laboratory."

The Laboratory, a major project in the Program's effort to support school construction in the Pacific Northwest with school building research, is visualized as a regional center of school plant idea development available to educators and architects. It is intended to: (1) test and prove new materials before they are specified for permanent school jobs; (2) test new daylight and artificial lighting systems; (3) check optimum room sizes and proportions for various educational purposes; (4) determine room arrangements, uses of space, and the best type of furniture and equipment for a given situation; and (5) study acoustics, color, and other environmental influences.

The structure is approximately 80 by 70, but has a flexible framework and inter-

changeable members which can be adapted for experimentation of various floor, wall, ceiling, and roof styles and materials. Basically it contains two classrooms (32-foot square), a lobby, a teachers' room, and two toilet rooms.

The Laboratory can be expanded or contracted in over-all size with a minimum of effort and skilled labor; the building's Unistrut system makes it possible to clip in, or clip out, walls, floor, and ceiling panels, windows, and doors. Any condition — from rooms with one or two walls completely glazed or totally windowless, with or without skylights, of any size or proportion desired, with any combination of materials, with a wide range of lighting systems — may be obtained.

Regular classes of the Pullman schools will be held in the building, providing the necessary use conditions for observing, analyzing, and obtaining data from the various physical conditions. The Laboratory will also be used for training school administrators and school planning consultants.

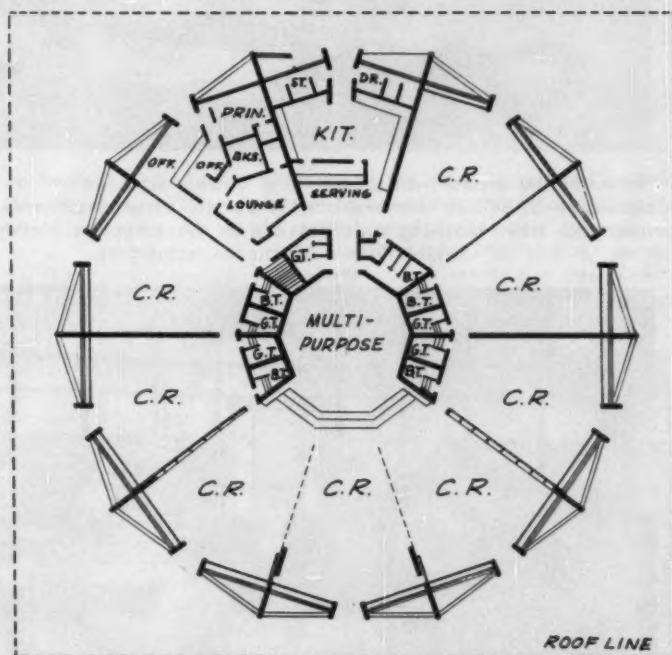
Robert P. Darlington, assistant professor of architectural engineering, is director of the project, which was financed substantially by grants of materials from leading school material and equipment manufacturers. ■

The Belaire Elementary School

Designed for the Future

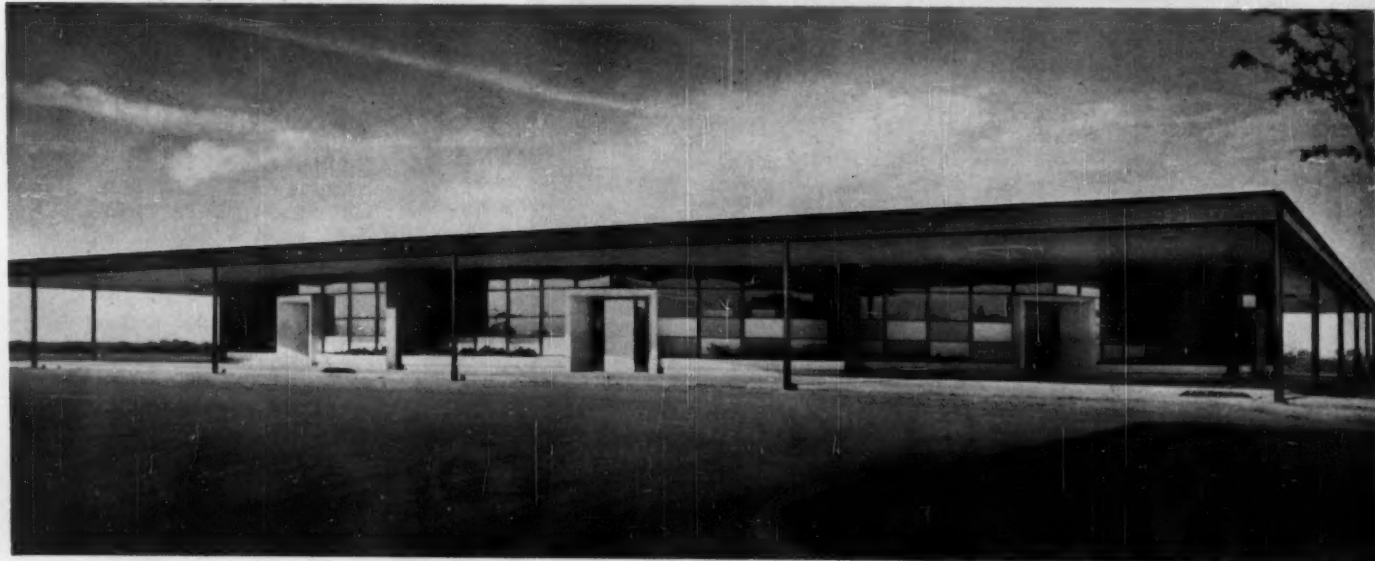
Of all schools built in this country during the past few years, Belaire elementary school in San Angelo, Tex., probably comes closest to many architects' and educators' concept of the school of the future. No matter what course educational techniques takes and what demands are made upon elementary schools during the next 20 years, there is every reason to believe that this school will take them in its stride.

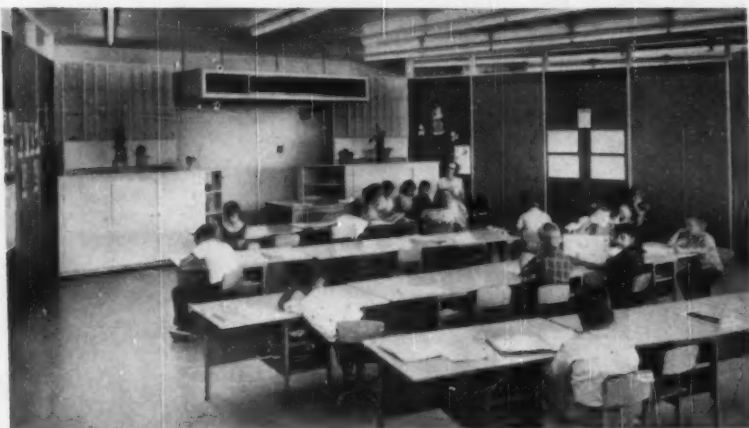
Belaire's built-in flexibility is now proving more significant than the widely heralded fact that it was one of the first completely air-conditioned schools in the country. This flexibility was possible to achieve because of mutual agreement on several basic concepts by the San Angelo school board; G. B. Wadzeck, San Angelo's superintendent of schools; and the school's architects.



A sketch of the floor plan and a photograph of the exterior of the Belaire elementary school in San Angelo, Tex., a circular-design plant with complete flexibility. G. B. Wadzeck is superintendent there. Caudill, Rowlett, and Scott, architects.

— Courtesy Douglas Fir Plywood Association.





Views of the inside wall (above) and outside wall (below) of a typical classroom in Belaire demonstrate the variety of arrangements of furniture and other teaching aids possible in the school to facilitate great flexibility in instructional techniques.



This close-up view of the inner "corridor" illustrates the absence of classroom doors and the great degree of flexibility achievable through the use of non-load-bearing, interchangeable wall panels of lightweight wood.

Briefly, these concepts are:

1. Educational needs are constantly subject to change, from hour to hour and from day to day, as well as from year to year. Therefore, the school's physical structure should be flexible in order to meet these demands.
2. The traditional classroom, with its rows of fixed desks, is old-fashioned, inefficient, and limiting. Classrooms were to incorporate space-saving built-in storage and adaptable, movable furnishings.
3. A sense of enclosure and confinement is detrimental to learning. Hence, openness, freedom, and light should characterize the school.

General Design

The general shape of the 240-student school is that of a ten-sided pie with a square umbrella roof. The pie is cut into ten sections by nonload-bearing walls. Each of these sections radiates from a circular all-purpose room at the center of the building. Eight of the sections are classrooms; one is the kitchen; the other contains offices, reception area, teachers' lounge, and bookroom.

The school's exterior is glass, brick, and masonry; interior walls and ceilings are largely fir plywood; floors are asphalt tile over concrete slab; roof is metal deck, fiberboard insulation, and built-up roofing.

Economy of Construction

Even with air conditioning, this was an economical school to build. This was due partly to its compact shape, with plumbing, heating, and cooling equipment concentrated at the center; partly to the deliberate planning of as many dual- or multi-purpose areas as possible; and partly to the design which permitted specification of lightweight, inexpensive materials.

Total enclosed space is 13,650 square feet plus 800 square feet for the basement area. Outdoor covered area is 11,144 sq. ft., which was figured at one half. Actual construction cost came to \$180,304, or a remarkably low \$9 per square foot for the 20,022-square-foot school. Included in this was \$19,800 for air conditioning (which figures at \$495 per ton, compared with an average of \$660 for the area) and \$14,220 for kitchen equipment, hard-surface parking areas and walks. When \$10,818 for architects' fees is added in, the total cost of the school, ready for classroom seating to be moved in, still came to only \$191,122, or \$9.55 per square foot.

Flexibility

Wadzeck believes the school's flexibility to be its outstanding feature. This was achieved largely through the architects' use of interchangeable and movable partitions, and by their inclusion of four major areas which can serve more than one purpose. While most surfaces in the traditional classroom are useless for teaching, in the

Belaire School practically every square inch of wall space is put to work.

Sliding, interchangeable, and disappearing partitions make it possible to convert a given area quickly to another purpose, or to combine two or more areas for an activity involving a large number of students.

Partitions are of three basic types, all with the same surface treatment.

The typical partition, used between most classrooms, has surfaces of removable 4 by 8 panels of chalkboard, tackboard, and pegboard, arranged in various sequences. The chalkboard is mounted on $\frac{1}{4}$ -in. fir plywood, the tackboard on fiberboard backing which is cemented to $\frac{1}{2}$ -in. plywood. These prefabricated panels, and the pegboard panels, are fastened to the studs with wood screws. Glass panels fill the space between the top of the partition and the ceiling.

The other two types of partitions have the same kind of panel make-up. One, however, is in effect a 12-inch-deep storage wall. On one side, panels are fixed, as above. Panels on the other side are sliding, to give access to storage space for folding chairs. The wall thus consists of a series of four-foot-wide compartments, with a shelf three and a half feet above the floor. Sixteen chairs can be stored in each compartment.

These storage partitions are used on one wall of each of two classrooms, 4 and 6.

The third type of partition, used on both sides of classroom 5, which is between 4 and 6, is made of four sliding panels with the same surface treatment as above. All panels are on a sliding track so they can disappear into a compartment at the outer end of the wall, thus opening the three classrooms to provide a large space for assemblies, meetings, programs, etc. These three classrooms are open to the circular all-purpose room in the center of the building, which is raised by three steps and can serve as a stage.

The all-purpose room also serves as dining area, and is connected to the kitchen by a ramp and also opens to classrooms 4, 5, and 6. The entire room can be closed off with a curtain when necessary, as during stage presentations.

Movable Furniture and Built-Ins

At Belaire extensive use is made of study and worktables at which two or more children can sit, and which can be easily moved and combined into larger complexes.

All storage is provided by movable cabinets or space-saving built-ins. Standard movable items are as follows:

1. Library: 2 ft. by 4 ft. by 4 ft. 7 in. Both back and front have three sections with four adjustable open shelves per section. Construction is of three-quarter-inch plywood, and cabinets are on rollers. There is one per classroom.

2. Teacher's Storage: Same dimensions and construction as library unit: one side has open shelves, the other side has a coat

cabinet and locking file drawers. This, too, is on rollers, and there is one in each classroom.

3. Cabinets for clay modeling, carpentry and painting, and paper storage and painting: One each is in every classroom. They are 2 ft. by 4 ft. by 3 ft. high, and have open storage, drawers, and shelf space. The clay modeling cabinet has metal lining in one section. The carpentry cabinet has a pegboard back on one section, for tool storage. This and the paper storage and painting cabinets have swing-down doors to give working surfaces. All cabinets are on rollers, and can be stored in "garages" along the window wall, between the door and sink.

The two standard built-ins in each classroom are the coat storage and sink. The coat storage, of the same dimensions as the library and teacher's storage cabinet, has a hat and bookshelf at the top, and a chrome hanging rod just below this shelf. Two of these are located under the windows.

Sense of Space and Light

Windows all along the outside wall, and glass set in above partitions between classrooms, make for maximum light and visibility on three sides of each room. The fourth side, which in the traditional classroom would be walled off from the corridor, is left open, with a low cabinet at each side topped with vertical pegboard louvers extending part way to the ceiling, serving as acoustic baffles.

There are actually no corridors in the school. Traffic from one classroom to another may be via the space surrounding the central stage, or across the stage itself, or around the outside of the building. Since each classroom has its individual outside door, in the center of its window wall, congestion at heavy-traffic hours is at a minimum. Over the kitchen and stage, skylights admit natural light.

Comfort, Coolness, Convenience

The Belaire School made educational and architectural history by its introduction of

Three of the eight classrooms at Belaire can be opened to the central all-purpose room when it serves as a cafeteria or as an auditorium. The sliding partitions between the rooms are recessed into storage cabinets opening up the center room and the three classrooms.



air conditioning throughout. Its design around a central core, primarily planned to provide flexibility for over-all educational needs, also made it possible to incorporate air conditioning at a minimum of expense. The mechanical core, housing heating, plumbing, and air conditioning equipment, is directly below the stage, in a minimum basement with its ceiling above ground and serving as the floor of the stage.

Additional protection from the hot Texas sun comes from the unusually wide overhangs (45 feet at the four corners of the 143-foot-square roof) that surround the school. These are a continuation of the interior ceilings, like them are exterior-type fir plywood, painted and scored into four-foot-squares. Support is by slender steel pipe columns. Besides sheltering classroom interiors from direct sun, the wide overhangs provide a shaded play area.

The convenience of students is further served by ten rest rooms around the stage, easily accessible from all classrooms. This, like the air conditioning, was made possible by the location of the central mechanical core. ■



A front exterior view and a close-up of the entrance of the Woodstock, Vt., union high school, illustrating the plant's rustic setting and its economical, attractive brick and wood trim design. Architect of the school was Helmer and Cole, Woodstock Vt. Superintendent there is Clarence F. Amsden.

A smaller, rural
high school
with facilities to
serve a
diversified
curriculum —



The Woodstock Union High School



A view of the library of the Woodstock school. The academic areas of the school have masonry block walls, asphalt tile floors, acoustical tile ceilings. Lighting is fluorescent.

Serving a small, rural population center and its surrounding, predominantly agricultural area, the Woodstock, Vt., union high school contains facilities for a basic academic-commercial curriculum with a large room devoted to instruction of vocational-agriculture.

The school, of a compact design of steel and masonry framing and brick exterior facing and wood trim, has ten "general" classrooms, a library, two commercial education rooms, and a home-economics laboratory. In addition, there are art and music rooms, a gymnasium-auditorium, a cafeteria, a three-room industrial-arts department,

and administrative and auxiliary service areas.

Woodstock has 51,500 square feet and cost, including site and site development, equipment, and all fees, \$679,000—or approximately \$13 per square foot. The total construction cost of the school was \$557,000 or \$10.80 per square foot.

Construction Materials

The academic areas of the school have painted masonry block walls, asphalt tile floors, acoustical tile ceilings, fluorescent lighting fixtures, and forced steam, unit ventilated heating.

Corridors have plaster wainscots; toilets glazed tile wainscots with plaster above. Floors in the gymnasium are hardwood on a concrete slab, quarry tile in kitchen, lobby, toilets, and lockers; ceramic tile in showers, and painted concrete in the shops and storage area.

The multi-purpose room seats 1200 when used as an auditorium and has telescoping bleachers for 350 when used as a gymnasium.

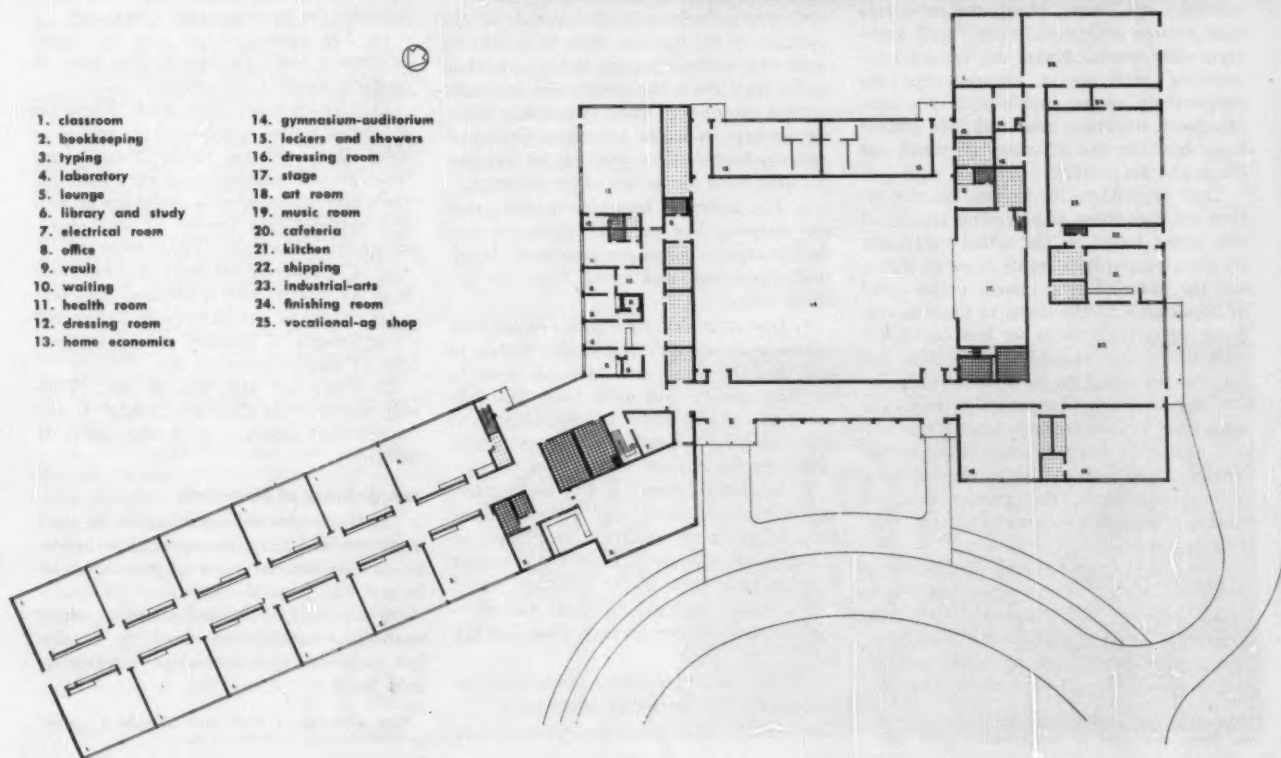
The school has a total pupil capacity of 400 ninth to twelfth grade students.



Woodstock's home economics laboratory (above) offers a diversified curriculum in cooking, sewing, etc. The industrial-arts shop (below) comprises, with a vocational agriculture shop, the industrial-arts areas of the school.



- | | |
|----------------------|--------------------------|
| 1. classroom | 14. gymnasium-auditorium |
| 2. bookkeeping | 15. lockers and showers |
| 3. typing | 16. dressing room |
| 4. laboratory | 17. stage |
| 5. lounge | 18. art room |
| 6. library and study | 19. music room |
| 7. electrical room | 20. cafeteria |
| 8. office | 21. kitchen |
| 9. vault | 22. shipping |
| 10. waiting | 23. industrial-arts |
| 11. health room | 24. finishing room |
| 12. dressing room | 25. vocational-ag shop |
| 13. home economics | |



Materials Used Can Vary Costs

HAROLD W. BOLES

Newark, Ohio

7

"We know that good materials are not expensive—they pay for themselves—although good materials wastefully used are expensive. Cheap materials can never be justified, even though the school budget is low."¹

This we believe, and this we want you to believe. No one has yet found a miraculous new material, use of which can drastically reduce the cost of school buildings. However, there are some newly developed materials; there are some new uses for old materials; and there are principles of use for materials—all of which can whittle away a few dollars here or several cents there. Again, we must caution against trying to teach "old" architects new tricks. Make the use of cost-reducing materials a criterion for the employment of an architect if you like, but don't employ a man and then impose upon him the use of materials which are foreign to his practice.

The "suggestions for savings" in this article are, like those in preceding articles of this series, based on the actual experience of educator-architect teams from 34 states, and the order of arrangement is the order of importance of the items to those teams. Some suggestions more or less contradict each other (for example, numbers 5 and 34), and in regard to such dichotomies we can only say that apparently there are situations in which each suggestion can save money. It is important that the reader remember that the earlier in the listing a suggestion appears, the greater was its validity to those persons who reported their experience.

1. *Be sure your building specifications allow the use of competitive materials.* Note that we say "competitive," not "cheaper." It is a well-known fact that when specifications on an item are so tightly drawn that they exclude competi-

tion, the price on that item tends to rise. If your state laws do not require an "or equal" clause, you should.

2. *Use asphalt tile for finish floors wherever possible.* This does not mean to use the material everywhere, but there are many areas which handle so little traffic that the tile will last for the educational life of the structure.

3. *Plan for use of stock sizes in most or all cases.* Custom work comes dear.

4. *Allow the use only of materials which are familiar to local labor.* Importing workmen at increased wage rates can soon offset what appeared to be savings in the use of an unfamiliar product.

5. *Use only long-lived materials in the exterior of the building.* This is in keeping with the earlier Joseph Baker quotation and it is, indeed, the most valid argument against exteriors of wood or concrete block. As we have indicated numerous times previously, however, we may all be too preoccupied with the notion of permanency.

6. *Use materials which serve more than one purpose.* For example, there are roof deck materials which are structural, acoustical, insulating, and which form the finished ceiling.

7. *Use metal toilet partitions rather than masonry or marble.* We should hasten to add that the metal and its finish must be of high quality and even then this substitution of material is impractical if stalls are small enough or close enough to urinals to be exposed to splashing.

8. *Eliminate as much lathing and plastering as possible.* Often, such materials must then be given an acoustical treatment, so it may be less costly to build the acoustics in or to apply them to the structure.

9. *Consider applying acoustic tile without lath and plaster backing.* (See number 8.)

10. *Use quality materials throughout the structure.* (See the Baker quotation.)

11. *Don't use unnecessary materials*

"just to make the building look strong." It is sometimes done. Piers, buttresses, columns, muntins, or bulkheads may have no functional use and may be included only to give a sense of solidarity. The test of any element of a structure should be, "What does it do?" If the answer is, "Nothing," leave it out.

12. *Use steel window sash.* Cost of the material is often higher than for wood, but the installed cost is less because less installation time is needed.

13. *Use common brick in the exterior.* There are some buildings done this way which are not aesthetic abominations. It is not always the most expensive brick which provides the most pleasing appearance.

14. *Use light-aggregate concrete blocks in exterior walls.* Of course, they must be properly handled and treated.

15. *Use open-web steel joists.* These are becoming almost commonplace, and some insist they add to, rather than detract from, over-all appearance of the classroom. They may make possible multi-use of roof deck material (see number 7) with resultant additional savings. (See number 9.)

16. *Use concrete for finish floors in some areas.* If treated with a hardener, this material should be satisfactory in locker and storage rooms, in janitors' closets, between rows of auditorium seats, etc.

17. *Don't use high window sills.* They only restrict "the illusion of space"—and require more masonry, with more hours of labor.

Availability of Materials

18. *Make sure all materials to be used are available locally.* Transportation charges on several hundred tons of materials can be quite an item of cost.

19. *Use factory-finished materials where possible.* Assembly-line finish is usually less expensive than and often superior to field finish.

²Cost advantage of wood must be weighed against probable increase in insurance rates.

¹Joseph Baker, architect, written statement of design theory, first used in correspondence about 1954.

Sources of School Building Economy

While funds for building new schools will always be, unfortunately, a little less than wanted, there are many ways to stretch limited construction dollars to provide the needed schools. Dr. Boles's series of eight articles offers a comprehensive check list of these basic methods to achieve true school building economy.

His inventory of ideas was checked by school plant experts for true economy — economy that decreases cost without decreasing educational value — and then rated for *proved* worth by 86 builders of "low-cost" schools in 34 states.

This seventh installment considers construction materials that can decrease costs.

20. *Use wood for roof structure.*² In the one-story building this is a possibility for dollar savings without jeopardizing boys and girls.

21. *Use quarry-tile floors in toilet rooms.* In some situations it appears to be less costly than terrazzo.

22. *Use wood for structural framing.*³ Perhaps this is as close as we can come to building a time element into a structure, although even a good wood-framed structure will probably outlive its educational usefulness.

23. *Use concrete block foundations.* This probably has limited possibilities only.

24. *Use asbestos-cement board where possible.* Soffits seem to be one place where this material has been widely used.

25. *Use drywall materials on interior walls.* This was mentioned earlier, under construction methods. Possibilities range from the various kinds of wood through hardboard, plain or perforated, and through the various "wallboards."

26. *Consider the use of imported materials if they represent less cost than comparable domestic products.* Several factors need to be weighed here. (See numbers 4 and 19.)

27. *Use reinforced concrete in exterior walls.* This ranges from poured-on-the-job possibilities to some of the excellent "pre-fab" panels now available in a wide variety of finishes.

28. *Use integral colored masonry where possible to decrease the amount of necessary painting.* Of course, ceramic glazed tile and brick have integral color, and to those have now been added aggregate blocks and panels in an almost endless choice of finishes and colors.

29. *Try to use materials which are larger in size and fewer in number than those generally found in similar buildings.* Any such material can greatly reduce labor

time. For example, a pre-cast concrete panel bulkhead can be field-erected in minutes as compared with the hours required to lay bricks.

30. *Allow your architect to try to design new materials to do a job better, or to try to use existing materials in a new way.* We have been too prone to be satisfied and to abandon the search for the "better mouse-trap."

31. *Use wood for structural framing of interior walls.*⁴ This has the added advantage of making such partitions relatively easy to move, thus making for greater flexibility.

32. *Use wood for wainscoting.*⁴ This may not be practical in areas where wainscoting is subject to abuse.

33. *Use wood for structural floors.*⁴ They will undoubtedly be covered with some other material.

34. *Use pre-cast concrete for floors.* This has the potential economy inherent in all

²Ibid.

In any area of the school, cheap materials can never be justified, even though the school budget is low.

Other articles in the series:

1. What the Administration Can Do to Reduce School Building Costs (May, 1958, SCHOOL BOARD JOURNAL, pp. 52-54)

2. Proper Educational Planning Can Help Reduce School Plant Costs (June, pp. 39-40)

3. The Right Architect Can Save You Money (July, pp. 26-28)

4. How to Save Money on Sites and Site Development (August, pp. 21-22)

5. Equipment Is Important to Economy (September, pp. 49-50)

6. Some Constructions Methods Cost Less Than Others (October, pp. 38-39)

8. Insist on Economical Engineering, Too

prefabrication — saving of field, or erection labor.

35. *Use pre-cast concrete for walls.*

36. *Use wood for structural columns.*⁴

37. *Use reinforced concrete in interior walls.* (See number 28.)

38. *Use structural building panels.*

39. *Use pre-cast concrete for roof.*

40. *Use wood for finish floors.*⁵ This writer questions the merit of this suggestion, because of the potential increase in maintenance costs.

41. *Use pre-cast concrete for sills, copings, roof and floor joists, and columns.* Better yet, don't use sills or copings.

42. *Use plastic for wainscoting.* This seems to have potential.

43. *Use clear plastic rather than glass in windows.* In some climates, this may offer real savings.

44. *Use linoleum wainscoting.* New adhesives probably have minimized problems which would have been experienced had this been used in the past. ■

⁵Ibid.



³Ibid.



Two examples of school fires that might have been prevented: above is a view of a fire in Ontario, Canada, which destroyed all but four rooms of a two-story brick and steel-framed structure; at the right is a scene from a Trenton, N. J., school fire.

— Photos courtesy NFPA

STOP SCHOOL FIRES!

During 1957, 4300 fires in school buildings caused \$30,199,000 loss. These estimates by the National Fire Protection Association, when compared with figures of the past several years, demonstrate a rising frequency and heavier monetary loss in school fires. In 1952, for instance, 4100 fires caused \$20.0 million loss, while in 1947 there were only 2400 fires causing \$8.1 million loss. Admittedly a majority of these fires are of the \$50 variety, but each year hundreds of desperately needed school buildings are ravaged by major fires.

Nineteen school fires in 1957 involved individual losses of at least \$250,000. The total loss caused by this handful of "large-loss" fires was almost \$7.5 million.

Due to stress on fire drills and proper arrangement of exits, school officials boast a fairly commendable life-safety fire record—with the exception of the Cheektowaga, N. Y., loss of 15 students' lives in 1954, there have been no major loss-of-life fires in public schools during the past decade. The growing consumption, however, of scarce school tax dollars for replacing burnt schools indicates that school boards and their administrators might well take a long careful look at fire-protection policies in their districts.

While any school fire must be avoided, particularly grievous is the "large-loss" fire which guts a school and leaves it worthless for educational functions. School officials may well wonder why the above-mentioned 19 school fires in 1957 reached "large-loss" proportions.

The answer to this question is the same as in 1956 or in any other year that has been studied—lack of automatic fire protection and the presence of certain construction weaknesses that show up repeatedly in the fire experience of school buildings.

Automatic Fire Protection

In all 19 "large-loss" fires last year discovery was seriously delayed. Twelve occurred when the buildings were unoccupied, two while classes were in session, and five when no classes were being held but one or more people were in the buildings, such as janitors or teachers. In the 12 fires that broke out when the buildings were locked up, it is not surprising that detection was delayed since none of the 19 schools had an automatic sprinkler system or a central-station-supervised automatic fire alarm.

The seven other instances confirm what the "large-loss" experience of other years has shown, namely, that the

presence of someone in the school does not assure prompt discovery of a fire. These fires show that under all circumstances the only reliable guarantee that the fire will be discovered before it has spread beyond control is automatic fire protection.

The most satisfactory form of automatic protection is a properly designed and maintained automatic sprinkler system. Such a system will not only discover a fire automatically and promptly but will also give the alarm while it puts the fire out or brings it under control.

A typical instance of automatic sprinkler operation in a school building was reported by Fire Marshal Denis Lahey of Waterbury, Conn. A fire in the basement of the Bishop school, which might otherwise have gone undetected until far out of control, was extinguished by the operation of one sprinkler head before the arrival of firemen, summoned by persons who heard the sprinkler alarm. This is not as dramatic a story as a three-alarm fire in a school building, but it was a much more satisfactory outcome from the point of view of school officials.

The NFPA has maintained careful records of the performance of automatic sprinkler systems at fires for a period

**School boards can stop school fires
that reach major-loss proportions by consulting
a fire protection engineer to
insure that each new school embodies a fire-safe design —**

CHESTER I. BABCOCK

Manager, Fire Record Department, National Fire Protection Association
Boston, Mass.

of 50 years. In educational properties, over a long period automatic sprinkler equipments show an almost perfect record of performance. The very few instances when sprinklers have failed to prevent a serious school fire were due to a closed sprinkler valve (poor maintenance) or origin in an unsprinklered area of a partially sprinklered building (poor system design).

An automatic fire alarm system is another desirable form of automatic protection. As its name implies, this system, if properly installed and maintained, will assure prompt discovery of the fire. Fire alarm systems, of course, do not extinguish fires. They must therefore be connected to the fire department or to some other continually manned central location in order that the fire department will receive prompt notification of fires detected when the school buildings are not occupied.

Faulty Building Design

All thinking persons will realize that prevention of school fires must begin with proper design for the structure. Both educational officials and fire safety authorities recognize that the old type school building, which has brick exterior walls and an all-wooden interior with a large open stairwell extending upward through the structure like a chimney, does not provide a safe type of school building.

Unfortunately, it is not realized that many of the most modern school buildings have inherent faults of design almost equally as serious from a fire safety standpoint.

Perhaps a typical example of faulty design will indicate the apparent trend.

A small residential suburb votes to build a \$500,000 high school. A one-story brick-walled structure is erected, and the taxpayers assume they have a modern building of fire-resistive design because they see no combustible trim. Such is not the case, however. An open attic or crawl space, in which there are usually combustible building members and insulating material, extends over the entire building. Heating and ventilating ducts terminate in this concealed area. A small fire starting in any room of the building will cause heat to reach the crawl space quickly. As this heat builds up, perhaps aided by ventilating fans and lack of dampers in the ducts, combustible materials within the crawl space will ignite. The fire department could not be expected to prevent a nearly total loss to the building, since, once fire has gained headway in this inaccessible roof space, it will be almost impossible for fire fighters to get water on the fire until it has broken through the roof.

The following fire reported in the August-September, 1958, issue of the *NFPA Fire News* illustrates the importance of fire-safe design.

**"Ultra-Modern" Except for Fire Safety
High School Under Construction, Burns,
Oregon, June 1, \$575,000**

Construction of the 56,000 sq. ft. 1-story wood-framed stucco-clad "ultra-modern" school was nearing completion when all parts except the cut-off boiler room were destroyed by fire. Several factors contributed to the extensive damage: lack of watchman protection during nonworking periods, resulting in serious delay in discovery; poor public water supplies, the nearest hydrant being 2000 ft. away on a 4-inch main; lack of division walls which subjected the whole building (except boiler room) to damage by one fire; com-

combustible construction including translucent plastic dome skylights, corrugated translucent plastic wall panels which, investigators believe, had much to do with the rapid spread of fire.

Thus, prevention of fire damage in school buildings means much more than mere control of rubbish disposal, proper handling of oily cleaning materials, or proper inspection of electrical wiring. It means also the elimination of features in building design that would result in a serious loss, should a fire occur. Unless school board members recognize these less obvious hazards, it is not likely that the defects will be eliminated, and other fire prevention efforts will be rendered futile.

School architects have a responsibility to recommend fire-safe design features. But the recommendation of architects as well as those of fire protection engineers will carry little weight, and will seldom be put into effect, unless school boards have reached the conclusion that fire-safe design is important and is a reasonable expense.

The 19 buildings involved in the 1957 "large loss" fires contained the following weaknesses:

- open stairways (18 cases)
- lack of division walls to subdivide large areas subject to damage by a single fire (17 cases)
- nonfirestopped spaces above ceiling (6 cases)
- nonfirestopped walls (6 cases)

School officials should take upon themselves primary responsibility for securing and maintaining fire safety in schools. Maintenance department officials should be encouraged to make recommendations that, if carried out, will result in greater fire safety in school buildings.

Consult a Fire Protection Engineer!

Construction weaknesses and lack of automatic fire protection are, it is true, the principal conditions responsible for disastrous school fires. But the underlying cause of these and the other factors that combine to cause these disasters is the fact that school officials have failed to obtain — or possibly to heed — the advice of recognized fire protection engineers when considering the fire safety of their proposed or existing school buildings. There are relatively few qualified fire protection engineers in existence (The Society of Fire Protection Engineers, 60 Battery March Street, Boston 10, Mass., lists about 1000) and consequently it is rare that a school board will have the good fortune to have one among its members. However, it will be well worth the board's while to seek one out, ask his advice, and follow it. This procedure is the only sure way the school board can stop bad school fires!



The palatial grand ballroom of the Statler Hotel in New York, cynosure of the many ASBO convention's activities.

With J. H. Husband at the helm,
the 44th ASBO convention
was big... busy... and brisk—

The ASBO in New York

Moved by the spirit of its site, Gotham, the 44th annual convention of the Association of School Business Officials of the United States and Canada, held October 5-9 at New York's Hotel Statler, was big, busy, and brisk.

The meeting was well attended: about 1100 active members and some 1400 guests, exhibitors, etc. registered, setting records in both categories.

And these conveners were active: seemingly endless rounds of section meetings with quality speakers and energetic discussions, round tables with helpful resource personnel, the increasingly popular clinic, etc., took the offensive against a legion of problems in school business administration.

Third, the conclave's three general sessions featured entertaining diversions: Mrs. Eleanor Roosevelt, Dr. William Alexander, and a German shepherd named Bullit.

Mrs. Roosevelt on Russia

Mrs. Eleanor Roosevelt, "first lady of the world," paused in her world travels to deliver the feature address of the convention's third general session, Wednesday, October 8. In her magnetic fashion, she reported on her post-Sputnik trip to Moscow and Leningrad, her trip to examine what Russian schools are like and to discover why Russia was able to bypass America in the goal of launching a successful satellite.

Mrs. Roosevelt, by way of preamble, warned not to contrast our and the Soviet Union's schools, because Russian educational policy aims only to produce "very amenable, well-disciplined" students. "There is no comparison possible," she said.

She cautioned that we must look at the educational program there not with American eyes, but with the eyes of people who believe that everything good, educationally

and otherwise, came into being after the October Revolution, 40 years ago.

Some facts about Russian education: the child's education begins at two months when the mother goes back to the plant or to the field and her child spends the day at the nursery; teachers are well rewarded with "capitalistic incentives" for study and self-improvement; typical classrooms have 40 students whose physical, mental, and social development are closely watched by teachers and an extensive battery of social workers backed up by various after-school youth centers, well-equipped sanatoria, "boarding schools," etc.

There is no toleration for divergence from the state-conceived behavior of students and there is, consequently, no juvenile delinquency. Finally, the students, in primary grades, are well on their way to learning a second language.

The Russians, Mrs. Roosevelt indicated, are getting "what they want from their educational program," but they educate for different objectives, objectives Americans cannot consider as we tend to "break up," rather than to mold, students. Making our processes to achieve our objectives as efficient as possible should be our aim, rather than copying the Russian's methods.

The Other Features

Dr. William Alexander, pastor of the First Christian Church of Oklahoma City and conductor of a well known youth program, interjected a sparkling repertoire of jokes and witty sayings with some serious thoughts on the "most perilous age... in history." As featured speaker at Monday's first general session, he advised school people to face their roles "captivated with the idea that you form as important a group as any for the welfare of our children."

At Tuesday morning's second general

session, ASBO conveners were treated to a novel demonstration in school plant protection with the star role being ably taken by a real showman, a large, black and brown German shepherd dog, Bullit.

Dr. Ridgley Bogg, assistant superintendent in charge of business for the Great Neck, N. Y., schools, introduced Bullit. While Great Neck had little vandalism troubles, according to Dr. Bogg, the school board, believing the schools are for children and to serve them the schools must be able to operate continuously, decided to supplement its 365-day guard service with a watchdog. Demonstrating her value in this role, Bullit showed her obedience to typical commands, her ability to accomplish challenging feats of jumping over fences, through windows, etc., her talent in untying guard's hands, disarming and pinning down an intruder, etc.

Individual Help

An idea of the scope of the ASBO's section meetings, this year (and how this method of dividing, for personal analysis, various problem areas of school business administration has developed) can be had with the information that the 17 sessions on Monday, Tuesday, and Wednesday afternoons involved well over 100 speakers, panel members, etc.

An overwhelming variety of topics—under the more or less traditional general headings of (1) accounting and finance, (2) schoolhouse planning and construction, (3) personnel management, (4) insurance management, (5) purchasing, (6) transportation management, (7) business administration, (8) cafeteria management, and (9) student activities expenditures—permitted the ASBO member with very special problems or very special areas of interest to attend meetings slanted especially for him

in varied discussion areas, from swimming pool maintenance to educational TV, from legal problems of purchasing to marketing of school bonds, from machine accounting to heating pumps and housekeeping practices.

An extension of this idea of specialized attention is "The Clinic." Introduced last year, the Monday evening feature boasted a large and enthusiastic patronage. Forty-seven "round" tables were staffed by 106 resource personnel who had knowing answers to a veritable flood of questions put to them.

The number, complexity, and excellence of this individualization or "self-help" phase of the 1958 ASBO convention is a tribute to the skillful direction of Dr. Charles W. Foster, the association's capable and personable executive secretary and treasurer, and his executive chairmen, and to the hard work of the multitudinous participants.

In Business Sessions

A change in the bylaws of the association was recommended at this year's meeting, which would revise the membership fee structure. The major adjustment would be an increase of from \$5 to \$8 for dues of active members. A steady growth in the number of members both regular and associate, was noted so that the association now totals its highest paid membership.

Officers elected for 1958-59 include: Percy M. Muir, Toronto, president; G. Alvin Wilson, Oak Park, Ill., president-elect, Herschel S. Brannen, Houston, Tex., vice-president. Directors are Everett Zabriskie, Nutley, N. J., Gray Taylor, Schenectady, N. Y., Joseph P. McElligott, San Francisco, Calif., and Frederick W. Hill, Minneapolis, Minn.

In 1959, the ASBO will meet in Miami Beach at the luxurious Hotel Fontainebleau, October 11-15, and in St. Louis' Chase-Park Plaza during October 9-13, 1960.

Tours and Entertainment

Thursday, the closing day of the convention, was devoted to tours. Three separate visitations to specially selected schools and school business offices in New York City, Long Island, and Westchester amazed the tourists with the excellence of variety of school building and school business operation of our largest city and its environs.

And entertainment could never be lacking in Manhattan, where choice restaurants cluster, where radio and television, the theater and other arts center, and where international scenic wonders abound. The usual musical section of the vespers and the three general sessions radiated with a high school band, choirs, and a glee club. And as an entertainment climax this year, instead of the annual ASBO banquet, the exhibitors' program combined with a dance program on Wednesday evening to fete the ASBO-ites.

Finally, the exhibits—108 manufacturers, suppliers, etc.—in 150 booths displayed a veritable showcase of school equipment, supplies, services, etc.

Despite the numerous distractions, the regular convention asides plus the special disturbances prompted by the glamorous site of this meeting and the concurrent world series, the meetings were, for the most part, well attended, a tribute to the attraction of the program and the conscientious nature of the attendance. ■

National Council Widens Field of Activity

The widening of its field of work to include postsecondary plant planning, and the discussion of long-range city planning as influencing good school plant planning, were features of the 35th annual meeting of the National Council on Schoolhouse Construction, at Seattle, Wash., September 23-26. The Council received and discussed in detail an advance copy of a committee report on Planning School Plant for Post-High School Uses, led by Cleve O. Westby, State Director of School Building Service, Trenton, N. J. The report is to be completed as a Manual in 1959.

In developing the convention program, President Harold Silverthorne made full use of the opportunity provided by the state of Washington and the Seattle-Tacoma area for the discussion of new community school problems and for the inspection of effective school plant designs and construction forms strongly influenced by local school programs and the use of easily and economically available materials.

At the opening session, Supt. Lloyd J. Anders of the state of Washington, outlined how the state is meeting its vastly increased school plant needs, how some \$52,000,000 will be provided in the next year for school building aid to local districts. He urged that school authorities and school building contractors must bid against themselves for better schools. The services of architects are needed to provide the schools with constantly new ideas in plan and construction. He urged particularly that school authorities make their judgments not on theory or opinion, but upon well-established facts of school and city planning.

The second session of the Council, on Tuesday afternoon, brought before the membership four superintendents of Seattle suburban communities in a discussion of recent experiences in solving problems of long-range school building planning and comprehensive city planning. Ray Howard, superintendent of Shoreline schools, outlined the general problem and made it clear that in Seattle, since 1940, there has been an increase of 62 per cent in the population. Outside of the city of Seattle, in 1940, there were 330,000 people in the county and 88,000 pupils. There are now 925,000 people and 175,000 pupils. An increase of 92 per cent in enrollment has had to be cared for by the schools of the suburban communities. The city of Shoreline has completed a new classroom every three and one-half months and is constantly striving to upgrade the planning and community educational services. School plant planning is an essential part of the general long-range community planning, which includes land use, transportation, and other elements of zoning.

Quite different, but equally difficult programs of school plant and community de-

velopment were described by Supt. George B. Brain, of the Bellevue, Wash., schools; and by Supt. J. E. Jensen, of the Highline city schools. The panel discussion brought out the fact that even though each of these cities is a part of the suburban Seattle, each has widely different problems of terrain, economy, and population.

The Wednesday Sessions

At the Wednesday sessions, Supt. Anders Giaudrone, of Tacoma, described very briefly what the highly industrialized city of Tacoma has done to meet its long-range building problems. Supt. George B. Brain, of Bellevue, outlined the story of his community, which has grown from 2000 people in a rural area in 1940, to a city of 170,000 in 1958. He outlined the co-operative services of local school authorities, the King County Planning Commission, and the local citizens' groups, who together have developed exceedingly satisfactory school plans and who have readily carried all proposals for bonds and increased levies. Supt. Carl Jensen, of Highline, told the experience of his community which has had a phenomenal growth and which has developed a comprehensive system of highway, water and sanitary services, shopping centers, and school plants. A novel feature of the Highline school system is the location of school buildings adjacent to public parks and playgrounds, which has made it possible to have unusual recreation facilities shared by the schools and the adult population.

The final speaker, John Nordmark, expert community planner, outlined how community growth patterns are influenced by geographic conditions and limitations, by industrial and commercial business development, and by the quality of the citizenry. Using as the basis of his discussion the complete replanning of the city of Bellingham, Mr. Nordmark showed that the school authorities must closely co-operate with the city planning and traffic authorities if schools are to be most advantageously located. The first problem for school-community planning, he concluded, is the effort to understand the philosophy of planning and to co-operate with the city planning authorities. John Spaeth, planning director of the city of Seattle, outlined the difficulties of planning in Seattle due to the location of the city between three bodies of water which hem it in.

The Association held the usual free-for-all discussion groups, in which Charles Bursch led in discussing post-secondary school-plant planning; W. F. Clapp helped develop ideas on new approaches to high school planning; A. B. Grimes presided over a discussion on junior high school planning; and Frank Darby provided a

(Concluded on page 56)

Reporting on his study of American high schools at the convention of the National School Boards Association last April, Dr. James B. Conant, President Emeritus of Harvard, cited "their failure to be sufficiently concerned with the intellectually able youth (as) their first and foremost shortcoming."

His warning of "a wastage of America's most valuable asset—the talent of our youth" is extremely timely in view of the existing shortages of trained man power in the United States and our nation's continuing need for trained abilities of a high level in a variety of walks of life in order to maintain our position of leadership in the world.

Furthermore, as William H. Cornog, superintendent of the New Trier Township High School Winnetka, Ill., points out in the new yearbook on *Education for the Gifted* published by the National Society for the Study of Education (5835 Kimbark Ave., Chicago 37, Ill.): "It is important for a free society such as ours to educate its gifted youth not merely because the most intensive education of them is necessary to society's survival in this age of advanced technology and science but because under the tenets of our philosophy of human rights and equality, we hold it to be the birthright of every man to have as rich and appropriate opportunity for self-realization, for acquiring self-knowledge and self-discipline, as his capacities and aspirations allow him."

"Our kind of society calls for the maximum development of individual potentialities at all levels" comments the Education Panel of the Rockefeller Brothers Fund in *The Pursuit of Excellence* (Doubleday & Co., 75 cent each) which describes "our educational system as the basic instrument for realizing our ideal of equality of opportunity," observing that "the idea that any person regardless of background should be given the opportunity to develop his talents has been central to the system."

What Is Being Done in Your School?

According to Lyle Spencer, president of Science Research Associates, "not more than 5 per cent of our country's high schools now employ systematic programs to encourage superior students to develop their academic potential." He reports this figure applies to "schools which have well-organized programs to identify these students, followed by guidance and counseling programs to get these pupils pointed in the right academic direction and the provision of fast-track courses that permits them to learn at a challenging pace while providing sound preparation for college."

Has your school board given thought to the type of program for the intellectually able that will best serve the students in your school? Do you know how many of your school's pupils have IQ's of 120 or more and what per cent of these are taking the more difficult college-preparatory courses?

Obtaining an "Academic Inventory"

To find out whether a school's able learners are "by and large electing a tough or a soft program" James B. Conant, now President-Emeritus of Harvard, suggests that each school board ask the high school

WORD FROM WASHINGTON

Extending the Horizons for Academically Talented Youth

ELAINE EXTON

principal to draw up an "academic inventory" of the graduating class which provides a listing of the 15 to 20 per cent of the students who scored highest on some standard test or tests of mathematical and linguistic ability in the eighth grade accompanied by the study programs of these pupils during their four subsequent school years.

The Conant Study Program

Believing that the number of comprehensive high schools in which top-flight students receive adequate stimulus and instruction "is far too few," Dr. Conant has worked out an educational bill of fare for bright students composed of the following ingredients: "Four years of English, three or four years of history together with other social studies, at least three years of mathematics, at least two years of science, three years of one foreign language, and either another year of mathematics and a tough physics course or three years of a second foreign language."

In his opinion "a school board should be ready to have a third-year class in a foreign language if there are any pupils desiring to enter such a class no matter how few."

Besides recommending that academically talented young people study these five solid subjects entailing 15 or more hours of homework a week during each of the last four high school years, Dr. Conant declares "there must be elective courses (such as art, music, shop work, typing) in the senior comprehensive high school which will occupy about a half the pupil's time." He considers "an eight-period day with 45 minute periods" will make it feasible to also fit these subjects into a program to "intellectually nourish the able" such as he prescribes.

In addition to caring for the needs of the "academically talented" (which he places at about 15 per cent of the high school population on a national basis), Dr. Conant maintains schools should institute procedures to challenge the capacities of any of the "exceptionally gifted" pupils present (who comprise some 1 or 2 per cent of the national high school population).

If a sufficient number of such pupils are enrolled, he suggests "they might well be

doing advanced work by the senior year, possibly in special classes, and be ready to anticipate some part of a Freshman year in college."

One of the methods that he mentions as available to schools for providing this training is the Advanced Placement Program (425 West 117th Street, New York 27, N. Y.) which enables a student to take college-level courses while in high school and later, if the co-operating college agrees, obtain advanced standing in these subjects.

NEA Conference Findings

Similar proposals to these of Dr. Conant were recommended at a Conference on the Identification and Education of the Academically Talented Secondary School Student which the National Education Association convened in Washington last February under his chairmanship.

More than 200 prominent educators and laymen participated in the proceedings including work group consideration of the curriculum essential for intellectually able youth. As stated in the Conference Report the necessary requirements are:

ENGLISH

Four years of English, with an emphasis on reading and writing.

SOCIAL STUDIES

At least three years of advanced work, including a year of American history, a second year of history other than American, and a third year of work in the other social studies.

MATH

It is highly desirable that all academically talented youth pursue the study of mathematics for at least three years. Pupils with special talent in science and math should continue for a fourth, or even the equivalent of a fifth year, at the high-school level.

Ideally . . . there should be two offerings in the twelfth year: (a) a substantial course in analytic geometry and calculus for those seeking advance standing in college and (b) probability, statistical inference, set theory and polynomial calculus for the academically talented generally.

Much, if not all, of ninth-grade algebra may safely be moved down to grade 8 for (mathematically talented) pupils, thus making way for more advanced work in later years.

SCIENCE

Minimum requirements for students talented in science should be, in addition to ninth-grade general science, one good course in biology and one in the physical sciences.

MODERN LANGUAGES

In general, a four-year sequence of study in grades 9 to 12, or its equivalent in achievement, in one modern foreign language is the least to be expected of the talented . . . pupil (who) should be strongly urged by effective guidance counseling to study a modern foreign language until he attains a reasonable degree of mastery. . . . The pupil should not dabble in language study. A program of two years in each of two languages is definitely not to be recommended.

Since language study is best begun very early, the academically talented pupil should have an opportunity to begin a modern foreign language in the elementary school whenever the proper conditions for such study exist and qualified instruction is available.

Other Facets

Important though the program of study is, it constitutes only one facet of providing adequate opportunities for mentally advanced students that are of administrative concern.

Guidelines for dealing with a number of other aspects of the problem are presented in both the summary brochure (free) and the 160-page report (\$1.50 each) on the National Education Association's Conference on the Identification and Education of the Academically Talented Student (available from NEA Headquarters, 1201 — 16th Street, N.W., Washington 6, D. C.) which recognized that "educating the academically talented involves total educational planning — curriculum, instruction, administration, guidance, resources, teacher preparation, and community relationships."

Action recommendations range from suggesting that "each state department of education provide consultant services to school districts to assist in the development of programs for talented pupils to urging local schools to offer experiences of a high order of complexity to above-average boys and girls (including use of audio-visual aids, libraries, and community resources).

There was agreement that "to develop successful programs for talented students, school personnel must first look toward the adequacy of their guidance facilities." The need for vigilance in identifying able learners was emphasized with stress put on utilizing procedures for this purpose early in their educational development.

Classroom enrichment, placement in separate sections or classes, and acceleration received attention. It was acknowledged that "academically talented pupils placed in properly conceived rapid advancement sections or fast-moving classes may achieve greater depth in their studies; more technical skill, broader background, richer experience and more companionship with their peers than those in the regular class groups."

However a program in which students with academic ability would automatically be assigned to special "talented classes" in all subjects was not recommended, the consensus of the conference being that programing subject by subject is preferable and that the *sine qua non* should be that each individual be placed in a class most suited to his needs and abilities (making it possible) "for a given student to be scheduled into courses with high ability students and into others with students of average ability."

Flexibility in programing, enrichment procedures, arranging for correspondence courses through a co-operating college (the fees to be paid by the school district concerned), establishing separate schools specializing in particular subject areas, such as math and science, to which academically talented students from several schools in a given geographical region could be transported, were among the methods advocated for meeting the special needs of mentally endowed pupils in rural and small secondary schools.

While enrichment projects in regular classrooms can usually be introduced economically by any school, sometimes at no additional cost, providing a first-rate guidance setup staffed with skillful counselors, paying sufficient salaries to secure experienced teachers of superior preparation, offering in-service training and other elements of a comprehensive, system-wide program for the academically talented can require an increased budget of as much as 1.5 per cent, or an additional \$50 per pupil involved, as the Portland, Ore., public schools have found.

When looking into how to finance an effective program for academically able youth, school board members may want to consider the possibility of using funds available through the National Defense Education Act of 1958 (Public Law 864) for counseling and testing activities and the improvement of instruction in science, math, and foreign languages.

Information Clearinghouses

Besides furnishing funds for the NEA-sponsored conference on the academically talented just discussed and for the two-year Study of the American High School (588 Fifth Avenue, New York, N. Y.) whose final findings James B. Conant will report to the National School Boards Association Convention on January 28, 1959. The Carnegie Corporation has recently made grants to three other significant projects designed to facilitate an exchange of information on the techniques that have proved successful in other schools for furthering the education of superior students and to stimulate the development of new experiments and ideas.

A \$200,000 grant from the Carnegie Corporation is enabling the National Education Association to establish a consultant and clearinghouse service on education of the academically talented. Capable Charles Bish, formerly principal of the McKinley High School in Washington, D. C., and an Associate Professor of Education at George Washington University is heading up this three-year undertaking which will pull together and distribute published research and summaries of promising programs now carried on in various parts of the country and by numerous organizations.

Its work will encompass:

1. Providing consultant service to state and local school systems, colleges and universities, and local, state, and national education association.
2. Keeping an up-to-date record of experimental and research projects.
3. Developing a comprehensive collection of materials on all aspects of the problem.
4. Shaping up plans for needed research.
5. Organizing study conferences on specialized topics within the field.

Another approach to developing better programs for bright students, also financed by the Carnegie Corporation, is being carried forward by the North Central Association of Colleges and Secondary Schools (57 West Grand Ave., Chicago 10, Ill.) under the direction of J. Ned Bryan who was formerly in charge of NEA's Academically Talented Pupil Project.

One hundred participating and associated high schools in 17 states will develop experimental programs particularly in the fields of mathematics, science, languages, social studies, and English. In addition effective procedures will be explored in the areas of grouping, guidance, and subject placement.

Principals and other officials from the co-operating schools attended workshops held last summer to acquaint them with various techniques for effective identification of the academically talented and help them to develop suitable programs.

New efforts to improve programs for intellectually able students are also under way on a number of college campuses. In recognition of this interest the Carnegie Corporation has provided \$125,000 to finance an Inter-University Committee on the Superior Student whose task will be "to promote a sharing of information, so that each institution can profit from the experiences of others. Plans to accomplish this objective, according to the Committee's director J. W. Cohen of the University of Colorado, include a University Honors Information Service."

The Committee is currently holding a series of regional conferences in an effort to get institutions of higher learning interested in what the high schools are doing for the academically talented and concerned about what the colleges might provide in order to better articulate their program with the activities in secondary schools. As a result increased opportunities will be created for promising students who have participated in "honors" or other special "enrichment" programs in high school to find similar undertakings at the college level beginning as early as the Freshman year.

THE AMERICAN School Board Journal

An Independent Periodical of School Administration
William C. Bruce, Editor

AN ASPECT OF SCHOOL BOARD SERVICE

MOST school boards are satisfied that they have fully met their legal and educational responsibility when they have succeeded in doing four or five major jobs. These consist of, *one*, successfully securing and expending sufficient tax funds for the local program of education; *two*, planning, constructing, equipping, and operating a good school plant; *three*, employing a competent staff of administrators, supervisors, teachers, and service personnel; and *four*, and most important, doing a good job of policy making for the organization of the schools and their complete program of instruction. A final and *fifth* job of the board is a hard, periodic look at its own work and an evaluation of the work done by the schools.

All of the foregoing is possible only when the board of education and its staff have a thoroughly good public relations situation. This means that the board members know and are known to the other branches of the local government and have secured their co-operation in school matters; it means that the board knows and has the confidence of the dominant civic, economic as well as social groups, and with its staff, knows their problems, their attitudes, and their aspirations; it means finally that the board is so important a part of the community life that it is successfully leading all elements in educational thinking and progress.

A STEPPINGSTONE?

THE membership of school boards has frequently included ambitious young men, particularly lawyers and businessmen, who have used the membership as a training ground to gain experience in public service and in a most commendable and useful branch of politics. We have in the past mistakenly felt that the school board and the public school as its important responsibility, are so important that the individual board member should consider this service as the high point in a public community career.

Important as a school board career is in any man's life, it is true that in thousands of instances, board service has been a sort of training ground for the finest kind of a legislative or public administrative office career. The motivation which runs through all school board activity, the purposes of the schools, the high quality of the professional and executive staffs of the schools, and the general attitude of selflessness which prevails in most boards—all these elements combined help the able and ambitious young office holder to set up valuable ideals of service and leadership not matched in other government agencies. School boards are constantly planning for future betterment and growth of the educational services; they have to solve long-range problems of finance and taxation, as well as to vote immediate budgets and tax levies; they have to correlate the school operation program with the programs of the local agencies responsible for general government, for sanitation, and safety, for welfare and recreation. In only one

aspect of public service are school board members protected from the rough-and-tumble of political conflict for public funds and popular support. Most school fiscal affairs are safeguarded under the state laws and need give the board members no worry except when raises in tax limits or bond issues are demanded.

The ambitious young board member who makes the best of his opportunities for civic leadership, gains almost ideal experience for higher office.

AN EXTERNAL SERVICE

THE proposal to erect a new school building in a given location is not always received favorably—some citizens and homeowners will consider the building and its extensive grounds as a detriment to the value of their property. It has always seemed to us that the architectural character of a school building, quite as much as the prospects of a noisy play area, is to blame for the attitude of citizens. Too many people have childhood memories of the ugliness of the schools and their unkempt grounds; and the modern design of contemporary buildings has not yet achieved the aesthetic success needed to satisfy the community satisfactions and pride which schools require.

An English architect, Henry Morris, in commenting on this problem of external function of buildings in the contemporary style, says:

The functional and stylistic revolution of architecture has begun and will become universal. The new changes in the social scene have relevance for architecture. Modern architecture has made great advances in structural originality and in interior functional efficiency and aesthetic efficacy. . . .

Modern architecture has not yet begun to perform its external services to the local community. Modern architects must search to find how far modern materials are capable of performing to learn sensuous and aesthetic function that will provide for present-day people the psychological and physical pleasures which the old architecture and its decorative themes provided for earlier generations. The architect and engineer must co-operate with other artists to provide aesthetic and human values in the new buildings.

Speaking about the school buildings erected in the new towns in England, Mr. Morris writes:

The majority of our new educational buildings are being built in modern and not traditional terms. It is impossible to overstate the need that such educational buildings should, through their external form, composition, and texture, contribute significance to their surroundings. To the extent to which a school building does not serve these humane values, it is to that extent an architectural and aesthetic failure in an external world that is becoming increasingly impersonal and mechanized. I should like to observe that we may fail to create this humane function in modern architecture if we are too much influenced or dominated by considerations of speed. It is the technique of rapid building that has done as much as anything to lead architects to sacrifice the humane external function of school buildings. In a decade or two the bad effects of an unnecessary and doctrinaire worship of speed in school buildings will become painfully obvious.

It is to be feared that the new school design of the middle and late fifties will be considered hopeless in a few decades, unless the deadening effect of the endless rows of windows and flat roofs is somehow overcome by well-kept trees, shrubs, and flower beds.

Physical education is one of the administrative arms of education, one of the channels through which educational objectives are obtained. No one of the administrative arms of education can give objectives which are bigger or beyond the aims of general education; thus physical education, commercial education, music education and so forth, merely refer to types of activities through which educational objectives are obtained.—J. B. Nash

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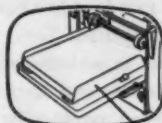
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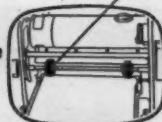
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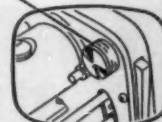
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NCSC CONVENTION

(Concluded from page 51)

discussion on environmental controls such as lighting, air conditioning, etc.

College Planning

The explosive increase in college enrollments has made the planning and construction of plants to house the ever increasing numbers of young men and women students a major problem in American education. It was interesting to note that the panel of speakers who discussed the planning of posthigh school plants were more concerned about the over-all problems of planning, finance, and finally of the efficient use of buildings than in details of laboratories,

classroom size, etc. Paul Seagers, of Indiana, outlined the enormous growth problem, but indicated that 95 per cent of the prospective Hoosier students live within 25 miles of a college. John H. Herrick, of Ohio, said that his state must depend on larger use of the school plants, even if all possible enlargements are provided. Dr. H. H. Linn, of Columbia University, called for better patterns of scheduling and fuller use of buildings. The Council received a tentative report of its Committee for developing a "Guide for Planning Post-Secondary Schools." The Association discussed the report in detail and ordered the committee headed by Cleve O. Westby to present a revision to the Committee on Publications.

Building Research to be "Tagged"

The Council is not likely to engage in any original research in its field if the views of the School-Plant Research and Publications Committee, headed by A. C. Tjomsland, Olympia, Washington, are to be followed. In a lengthy report, the Committee urged (1) that no research be undertaken; (2) that the Council meet its responsibility for research by (a) suggesting needed research to competent persons and institutions, (b) by reviewing research results and making the findings widely known. Much school plant research has been, and will be, of the captive variety and an independent organization of competent authorities should put a "tag" on such findings as are suspect. A plan should be worked out by the Council for judging the quality of research reports and accepting or rejecting documents as these are published. The Committee further expressed the need for a Council house organ and for a published codification of existing research reports. A small, popular handbook for the guidance of school boards and their executives is needed.

The School Lighting Joint Task Committee, headed by Charles D. Gibson, reported on the findings of the Richard Blackwell Research for the Illuminating Engineering Society with which representatives of the Council and of the American Institute of Architects do not agree. The findings of the National Council back in 1946, which took into account, first, the quality of light, then the quantity of light, the surroundings, and finally the nature of the task, still are valid and offer a correct solution of the school lighting problem.

In the resolutions, the Association recommended the passing of legislation in the several states for the state support of school building construction and for equalized assistance to needy school districts. As a means of extending the Council's work, it was recommended that regional conventions of school building planning officials be held.

The resolutions expressed interest and approval in the proposed work of the Educational Facilities Laboratory, just established with the aid of Ford Foundation funds in Washington, D. C. The Council offered its assistance to the president in charge of the laboratory.

The Council reaffirmed its stand on federal aid to schoolhouse construction as a means of improving state and local standards in school construction.

The officers elected for 1958-59 are: President, George D. Englehart, Director of School Building Service, state of Missouri, Columbia, Mo.

Vice-President, Lloyd Waite, Director of School Plant, Shreveport, La.

Secretary-Treasurer, (re-elected) W. D. McClurkin, Director of Division of Surveys, George Peabody College, Nashville, Tenn.

Member of the Executive Committee, James L. Reid, Supervisor of School Plant, State of Maryland, Baltimore, Md.

The 1959 convention will be held in Kansas City, Mo. It was voted to hold the 1960 convention in Toronto, Ont., Canada. The attendance approached the 175 mark.

Outstanding among the many fine tours was a visit to the White River Tree Farm, so called, of the Weyerhaeuser Timber Company, where a perpetual Douglas fir logging operation is being carried out on a tract of 120,000 acres of mountain and valley. The tour included also a modern sawmill, and modern wood lamination and plywood manufacturing plants.

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SCHOOL LAW

Purchase of Property Insurance From Mutual Companies

STEPHEN F. ROACH

Editor, *Eastern School Law Review*, Jersey City, N. J.

It is now well settled that school boards possess the authority to purchase insurance on the school district's property even in the absence of an express grant of statutory power. The courts have reasoned, usually, that the grant of general power to "operate and maintain" the district schools is sufficient authority for the board to protect such property with insurance.

Not quite as well settled, however, is the question whether the board may purchase such insurance from a *mutual* company or whether it must restrict its insurance purchase to *stock* companies.

An interesting case¹ relating to this aspect of board operations was recently decided in the Court of Appeals of Kentucky.

Facts of the Case

The Louisville Board of Insurance Agents had brought suit against the Jefferson County board of education, claiming that the latter's purchase of property insurance from a mutual insurance company was contrary to provisions in the State Constitution.

The cited sections of the Constitution: (1) provided that the Commonwealth shall not become an owner or stockholder in any company, association, or corporation; and (2) prohibited any county or subdivision thereof, city, town, or incorporated district from becoming such a stockholder.

The Board of Insurance Agents contended that when the county board of education, purchased a policy, as it did, which "makes the insured a 'member' of the mutual company," the board of education thereby became a stockholder in the company in violation of the constitutional prohibition.

An existing Kentucky statute specifically authorized school boards to purchase mutual insurance, and to become a "member" of a mutual insurer.

The lower trial court ruled that the constitutional objections raised were without merit and that the County board of education had authority to purchase this type of insurance. This ruling was now being appealed.

The Issues

The precise question on this appeal was whether a school board may insure its property with mutual insurance companies under nonassessable policies which provide that the insured becomes a "member of the

company . . . with power to vote. . . ."
The views of the court on this issue will

be of interest to school board members in many other states, in addition to Kentucky.

Findings of the Court

The present court first pointed out that the crux of the argument offered by the insurance board was that the words "member" and "stockholder" were synonymous.

Then, assigning these words their plain and *ordinary* (i.e., dictionary) meaning, the court noted that a "stockholder" is "one who is a holder or proprietor of stocks," while a "member" is "an individual who belongs to an association."

The opinion then continued: "Since [the county board of education] will not become an owner or holder of stock under

(Concluded on page 64)

For School Playgrounds

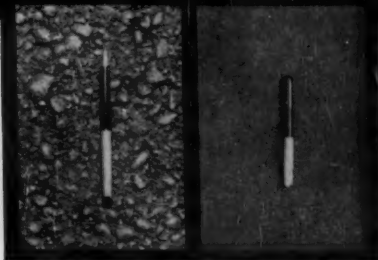


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¹Louisville Board of Insurance Agents et al. v. Jefferson County Board of Education: cited as 309 S.W. 2d 40 (Ky.) (1958) in the West National Reporter System.

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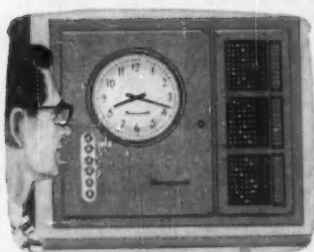
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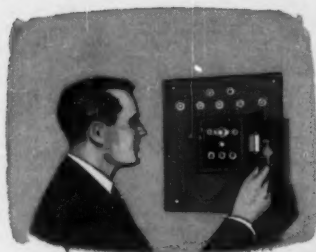
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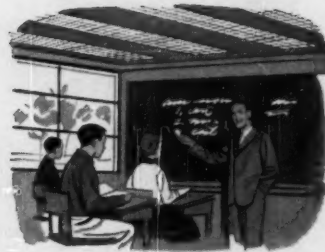
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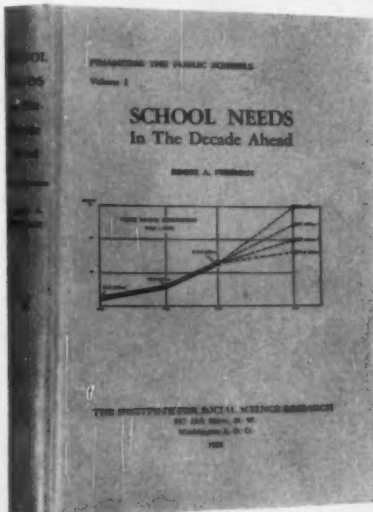
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SCHOOL LAW

(Concluded from page 61)

the proposed insurance, it cannot be successfully asserted that because [the board] becomes a 'member' of the company under the terms of its policy [the board] therefore becomes a "stockholder" in the company. Such an argument, the court held, "borders on sophistry."

Another valid reason why membership in a mutual insurance company did not render the insured board of education a stockholder of the company, the opinion went on, was "because the policy merely fixes the legal status of the parties during the life of the policy." In no manner, the court pointed out, was there "the same character of interests which a stockholder has in a stock insurance company."

The privilege to vote, conferred by the policies in question, was "merely incidental to acquiring the insurance protection being sought."

Significantly, the court also pointed out that a "consideration of the objectives of the framers of the [Kentucky] Constitution" would show that the cited provisions were added "to prevent the investment of public funds in private enterprises" and to thereby "forestall local and state tax revenues from being diverted from normal governmental channels."

Therewith the present court concluded that becoming a "member" of a mutual company in the sense used in the policies purchased by the board of education did not make that board a "stockholder" within the fair import of the constitutional prohibition.

Accordingly, it affirmed the lower court judgment and denied the objections to the board's purchase of property insurance from a mutual company. ■

SCHOOL LANDS AND FUNDS

The Missouri Supreme Court has just rendered a decision in which it states that the school laws are to be interpreted liberally, and substantial compliance with them is sufficient. Sec. 165.010 et seq. RS Mo., 1949, V.A.M.S.—State ex rel. Kugler v. Tillatson, 312 Southwestern reporter 2d 753, Mo.

A petition for an election to change the boundaries of school districts may be presented to the clerk in his official capacity. Such presentation constitutes a presentation to the board of education. Sec. 165.294 RS Mo., 1957, Supp. V.A.M.S.—State ex rel. Kugler v. Tillatson, 312 Southwestern reporter 2d 753, Mo.

The New York State Court of Appeals has rendered a decision in the case of *Ferrill v. Board of Education of Central School Dist. No. 1* (174 N.Y.S. 2d 91) that the school board need not provide additional slides on a playground on which 125 to 150 children were playing. The board discharged its duty when it provides adequate supervision.

Teachers

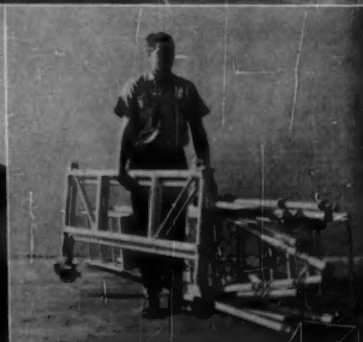
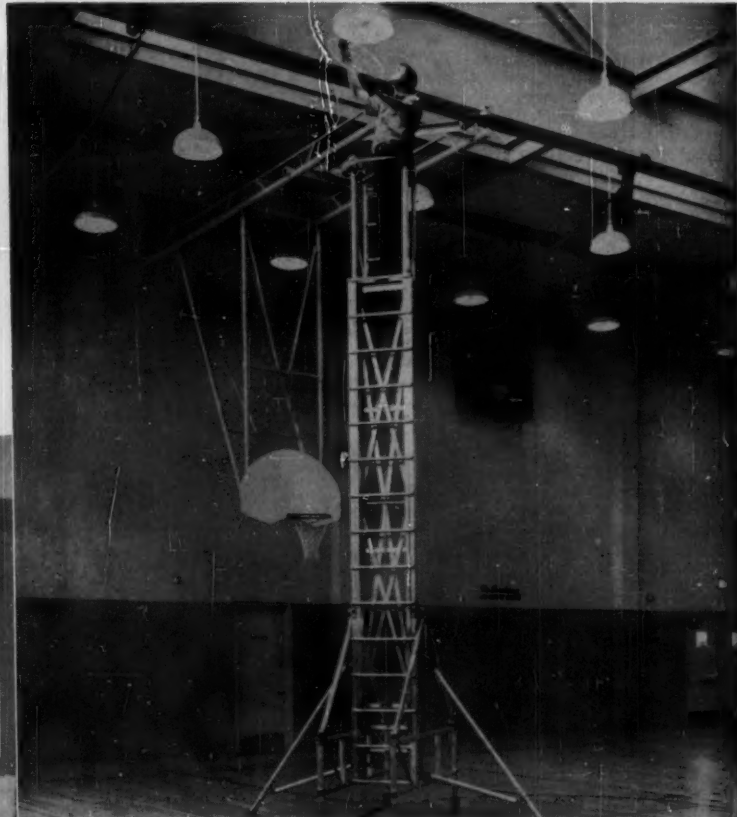
Under the Massachusetts laws, a teacher who had held several offices in the same school system is entitled to a pension of 65 per cent of the salary received for both jobs. A master received \$6,056 annually and also was paid \$1,800 for coaching, both salaries were to be included in computing his retirement pay, was entitled to 65 per cent of \$7,856.—*Murphy v. City of Boston*, 150 Northeastern reporter 2d 542, Mass.

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NEW BOOKS

Powers and Duties of School Committees

By Joseph Robinson. Three parts. 32 pp. each, 50 cents each. Massachusetts Association of School Committees, Box 372, New Bedford, Mass.

In these three useful booklets, an attorney and a school committee member outline (1) the financial powers of school committees; (2) their general powers; and (3) their structure and operation. The discussions include both the statute law and the interpretations of the law by the courts. The Massachusetts laws have always exhibited exceptional political wisdom, and the present studies present interesting insights into the powers and restrictions placed on school committees which are not readily understandable by people living in western states.

Guide for Planning School Plants

Compiled under the direction of Lloyd Waite, research chairman. Cloth, 254 pp., \$3. National Council on Schoolhouse Construction, Peabody College, Nashville, Tenn.

This 1958 edition of the Guide provides definitive standards for those working in the field of school plant planning and construction. In eight separate chapters, it takes up (1) the planning of the school plant program, (2) the location and size of the school site, (3) the program and plant implications of the elementary school, (4) the planning process and educational specifications for the secondary school, (5) the planning of the general and special areas, (6) school plant safety, (7) service facilities, and (8) balanced conditioning of spaces for education.

Guides to Solution of Administrative Staffing Problems

By Richard Wynn and the Philadelphia Suburban Study Council. Paper, 25 pp., \$1. School of Education, University of Pennsylvania, Philadelphia 4, Pa.

This bulletin is a study of staffing problems found in 12 public school systems of medium size, located in the Philadelphia area. The guide is an attempt to set up criteria or guidelines for determining the number of administrative and supervisory personnel needed to operate a school system. There is a guide for scheduling salaries of personnel in school systems, and a sample salary worksheet.



Also Received

Student Reactions and Merit Salary Schedule

By Roy C. Bryan. Paper, 67 pp., 50 cents. Bulletin No. 2, July, 1958. School of Graduate Studies, Western Michigan University, Kalamazoo, Mich.

This pamphlet shows how reactions of students to teachers and teaching may be used in support of a merit salary schedule. The plan described is suggested because it will enable administrative personnel to do a better job of evaluating teacher effectiveness and provide a reliable basis for adjusting salaries on the basis of merit. A section of the pamphlet contains a plan for a merit salary schedule.

Annual Reports of State Boards for Vocational Education

Paper, 55 pp. Report for year ending June 30, 1957. U. S. Office of Education, Washington 25, D. C. A digest of annual reports of the State Boards of Vocational Education to the Office of Education. It contains general statements on vocational education, agricultural education, home economics education, trade and industrial education, practical nurse and distributive education, and vocational guidance. There is a list of tables and a series of charts relating to expenditures, enrollment, and type of program.

You and Management


By Daniel R. Davies and Robert T. Livingston. Cloth, 272 pp., \$4.50. Harper Brothers, New York 16, N. Y.

This is a personal-help type of book, intended to give the young executive in business or public office a perspective view of himself and of the management job in which he is engaged.

Educating Our Gifted Children

Paper, 23 pp. Published by the board of education at Milwaukee, Wis.

This bulletin attempts to describe what is being done in Milwaukee, and what is planned for the future in educating gifted children. The booklet also tells how to judge a gifted child. The potential can be shown by performance in one of three areas, including (1) general intellectual power, (2) a combination of particular abilities, and (3) talent in one or more of the creative arts.



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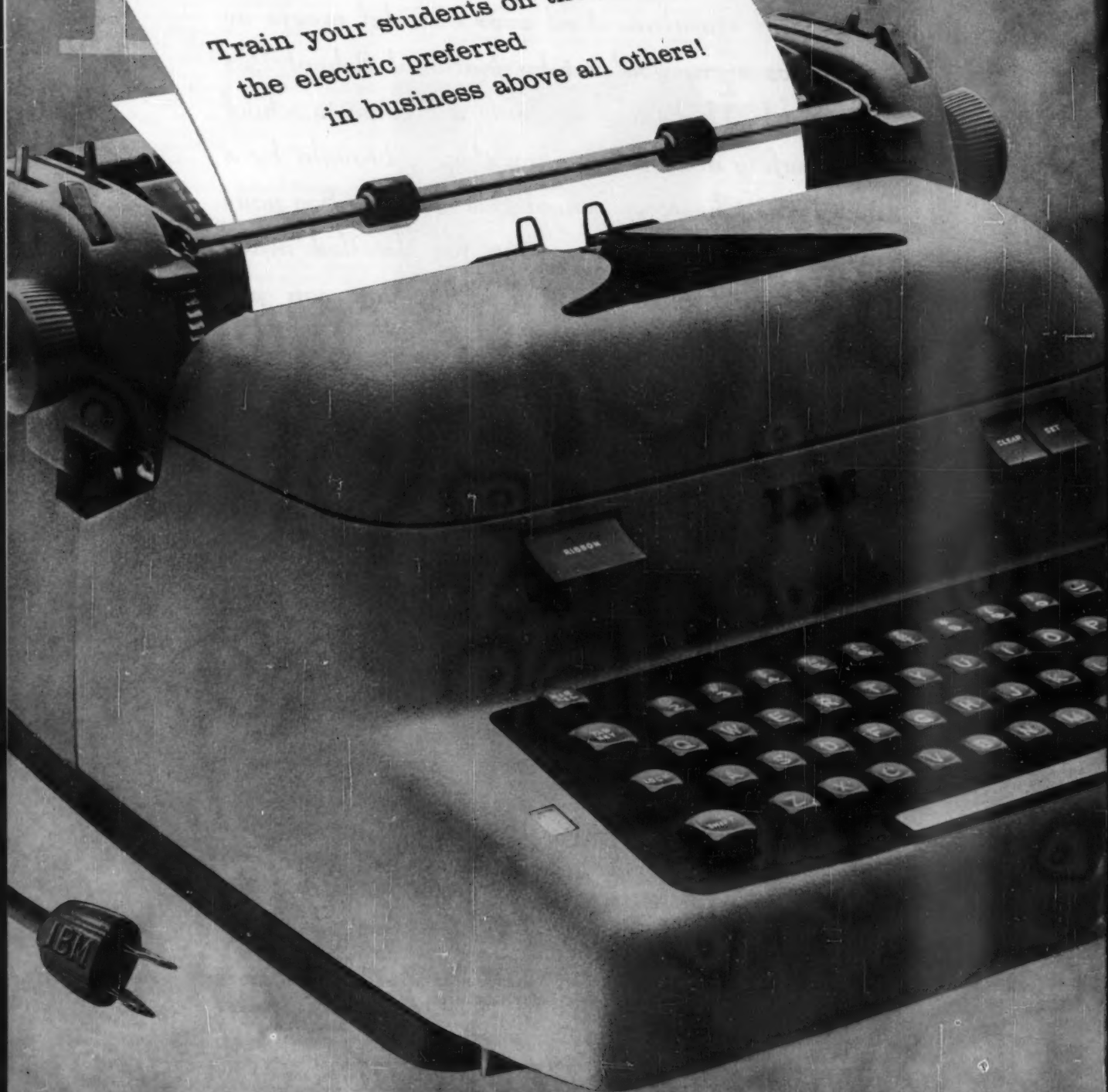
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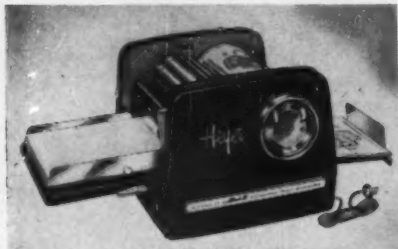
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News of Products for the Schools

THREE NEW DUPLICATORS OFFERED

Three new models have been added to the Heyer Corp., Chicago 23, Ill., line of Mark III Conqueror spirit duplicators. Two of the models, 76A and 76B, are electric and feature an exclusive automatic start-stop control. The hand-operated machine, model 70, uses all the features and advantages of the electric models, except for the electric drive. Among the important new features incorporated into the machines is a redesigned feed table equipped with stripper fingers which permit only one



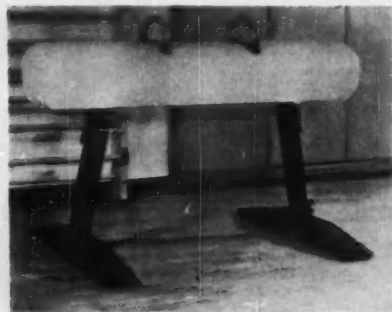
Redesigned Duplicators

sheet of paper to be fed at one time. The table allows feeding of thin paper to postcard weights automatically with no adjusting of rubber gripper pads. Adjustable wheels are easily moved to control edges of the paper, provide nonskip feeding down to the last sheet, and keep lint from forming in the copy area. An improved counter on the Mark III's provides top visibility and is easy to reset. Nylon gears used in the duplicators are silent, need no lubrication, and are long-wearing. According to the manufacturer, the drive works only in forward motion, does away with the reciprocal action of other mechanical drives, and eliminates the lurch that causes uneven printing. As many as five colors, written, typed, drawn, ruled, or traced on a spirit master, can be reproduced at one time. The duplicators reprint at the rate of 110 copies per minute.

For Further Details Circle Index Code 0149)

NEW GYM EQUIPMENT

A new concept in design and construction is the side horse announced by Fred Medart Products, Inc., St. Louis 18, Mo. The



Gym Side Horse

body is regulation in size, constructed with a welded steel base, heavily padded, and covered with an elastic-cloth-backed vinyl. The

vinyl is available in seven colors, the base is finished with a choice of five complimentary enameled colors. A damp cloth is all that is needed to clean the body. The base assembly can be easily separated from the body when necessary. When in use, the base rests on slip-proof rubber pads. Toe-tip levers raise the horse for moving on rubber tread ball bearing casters. Pads and casters are nonmarring, thereby protecting highly polished gym floors. Spring latches permit instant adjustment of horse height from 37 in. to 51 in. A new type of laminated wood pommels, conforming to the Olympic dimensions, are adjustable from 14½ in. to 20½ in. apart. They are designed for comfort and safety, yet can be easily removed when the horse is to be used for vaulting.

For Further Details Circle Index Code 0170)

TABLE WITH CHROME LEGS

Metwood Mfg. Co., Inc., Hanover, Pa., presents a new look in folding tables with a table featuring chrome-plated legs of 1¼-in. tapered steel tubing. Table top is plastic



Streamlined Folding Table

laminated on a fir plywood core, completely edged with aluminum moulding. Tables come in six- or eight-foot lengths, 30 or 36-in. widths, at a standard height of 30 in. Legs lock automatically into place so that the table cannot possibly collapse. The steel apron and legs are so constructed that there is no knee interference on either sides or ends. Easily erected by one person, the tables fold compactly into less than 2½ in. thick for easy stacking and storage.

For Further Details Circle Index Code 0171)

AUDITORY TRAINING UNIT

A new auditory training unit, developed by Beltone Hearing Aid Co., Chicago, frees the hard-of-hearing child from being "plugged into amplified sound." Basically the new unit consists of two high-powered, wide-band hearing aids built into a headset. Completely self-contained and self-powered, it weighs only 6½ oz. The pupil can move about the room without being plugged into an amplifier. The teacher can speak normally without using a microphone or amplifying device. With this headset, the child hears sounds binaurally, or from any direction. For use in clinics and schools for the deaf, the set is helpful in developing correct voice and speech patterns.

For Further Details Circle Index Code 0172)

HIGH-SPEED PHOTOCOPY UNIT

The Transcopy Meteor is a compact, high-speed photocopy unit made by Remington Rand division of Sperry Rand Corp., New York City. The Meteor exposes, develops, and



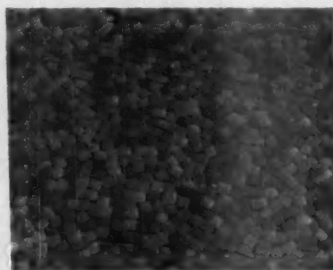
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prints finished copies of originals up to 15 in. wide and of any length in less than 30 seconds. The attractive, two-tone gray machine is 26½ in. long, 15½ in. wide, 9½ in. high, with a throat width of 15 in. It can be plugged into standard electric outlets, and operated under fluorescent or bright office lighting with the use of a special safety paper. Send for descriptive booklet. No. P-516.

For Further Details Circle Index Code 0173)

NEW KIND OF VINYL FLOORING

Development of a new line of vinyl flooring has been announced by Armstrong Cork Co., Lancaster, Pa. The new line is called the Tessera series. Especially suited for installation in buildings where durability, ease of maintenance, and a pleasing appearance are a must. Made with a moisture-resistant backing, the material may be installed in below-ground level spaces as well as on suspended



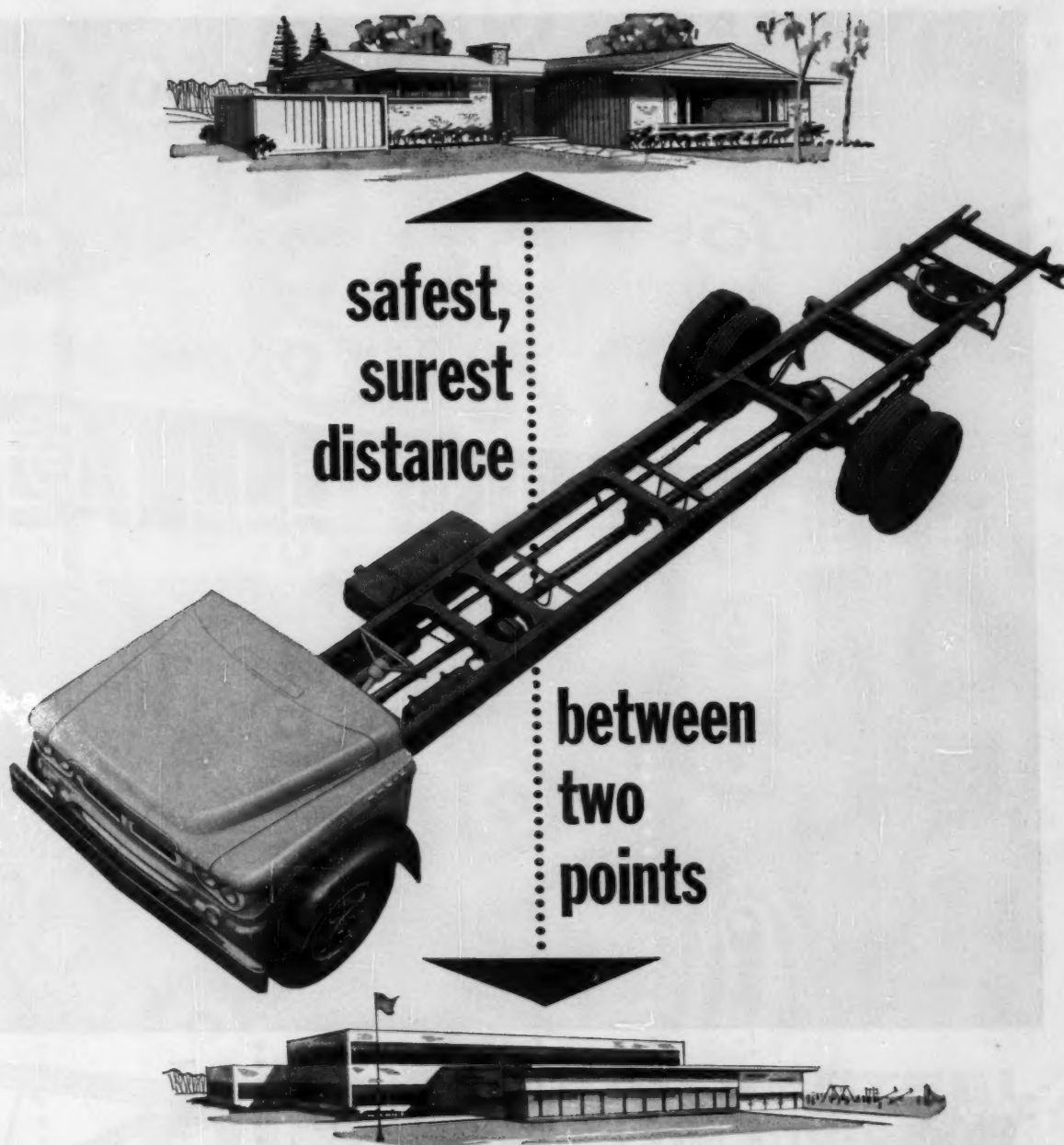
Flooring Resembles Terrazzo

and on-grade subfloors. Small cubed squares of vinyl embedded in vinyl and surrounded by vinyl grout make up the wearing surface of the Tessera Vinyl Corlon. The inset vinyl design causes a slightly embossed surface to the flooring and hides any imperfections in the subflooring. In addition, the nubby surface conceals scratches and scuffs that appear from daily use. The vinyl is flexible and can be coved where necessary. Tessera is made in a .090 in. gauge sheet form, 6 ft. wide. It is available in seven tone-on-tone colors: green, beige, medium gray, gray-beige, putty, ivory, and suede brown.

For Further Details Circle Index Code 0174)

(Concluded on page 74)

CORRESPONDING CODE INDEX NUMBERS TO BE ENCIRCLED CAN BE FOUND ON THE CARDS IN THE READER'S SERVICE SECTION



New 1959 DODGE School Bus Chassis

Never has there been a school bus chassis quite so safe and dependable as this, the 1959 Dodge.

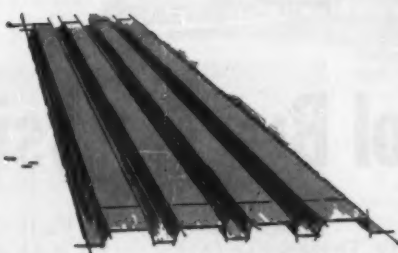
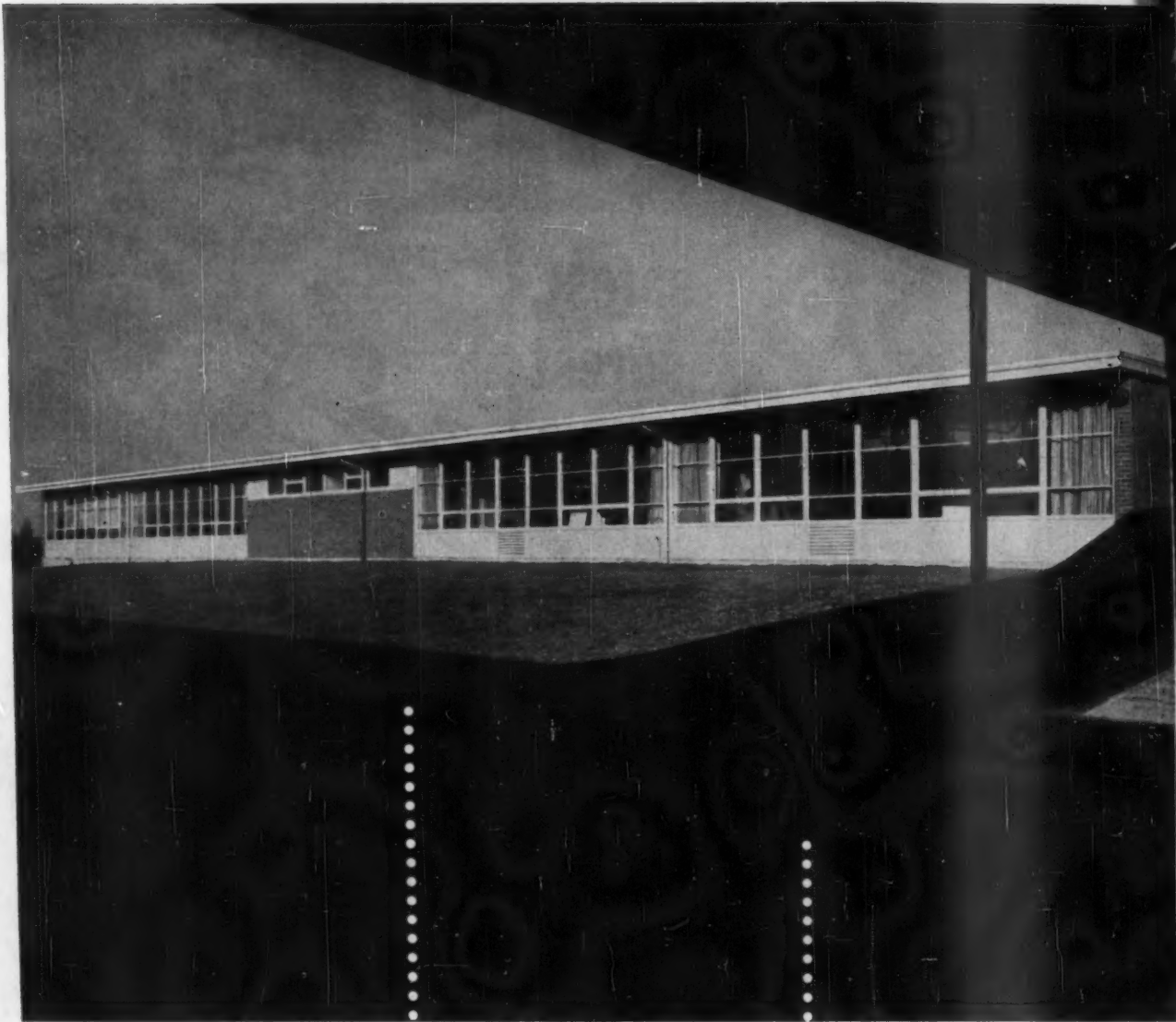
Dodge meets or surpasses all N.E.A. standards, of course, and gives you such *safety bonuses* as: oversized brakes with vacuum boosters; a driver-adjustable hand brake; dual headlights and blow-out-resistant tubeless tires.

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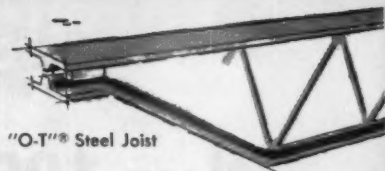
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News of Products . . .

(Concluded from page 70)

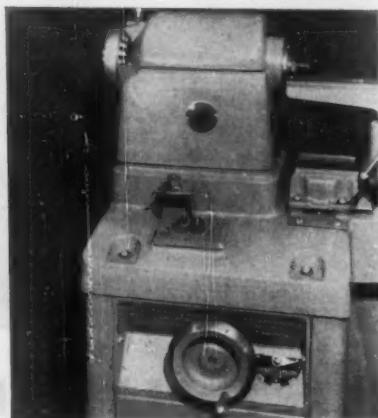
ALL STEEL WORKBENCHES

Two steel workbenches, announced by Lyon Metal Products, Inc., Aurora, Ill., provide compact storage for the industrial arts class or the school tool shop. Both benches are available with all-steel surface or may be ordered with a pressed wood or laminated hardwood top. The Cabinet Type bench can be equipped with more shelves, back and end stops, risers, and electrical outlet strips. The second style, the Modular Type bench, is designed to be adapted to specific arrangements or requirements. It is also for use as an individual bench. The basic bench consists of the top, cabinet, four drawers, and two base units. Doors on cabinets are designed to swing either to the left or to the right, according to specified installation. Both benches have a baked-on green enamel finish and are available in two sizes: 72 in. long, 28 in. deep, and 34 in. high; or 60 in. long, 28 in. deep, and 34 in. high.

For Further Details Circle Index Code 0175)

SAFETY SWITCH FOR SHOP LATHE

A safety switch, designed for student operators using the Delta 12-in. wood lathe, has been released by Rockwell Mfg. Co., Delta Power Tool Div., Pittsburgh 8, Pa. The new switch, called Slow-Start, prevents starting the lathe at high speeds and stops it at any speed by a mere touch of the "stop" button. Designed specifically for the school shop, the



Student's Safety Control

Slow-Start kit consists of a limit switch with operating mechanism, switch cover with lock assembly, and necessary wiring. The start and stop buttons are covered and controlled with a key which can be used by the instructor. Once the lathe is in operation, the student must start or stop the lathe by turning the variable speed hand wheel to the lowest rpm. If an emergency stop is made, the instructor must unlock the switch cover on the "start" button. This prevents the student from turning the machine on at an unexpected high speed and being injured. The control cover can also be left unlocked for more advanced students or locked altogether to prevent operation by unauthorized persons. The switch can be used on either manual or magnetic control with single phase, three phase, and a.c. or d.c. motors. Write to the manufacturer for more details.

For Further Details Circle Index Code 0176)

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MODERN LOOK IN LIGHTING

A new idea in lighting has been effected by Structoglas Div., International Molded Plastics, Inc., Cleveland, Ohio. The need for artificial day lighting has been nearly eliminated by use of shatter-proof reinforced plastic panels. The translucent quality of the panels prevents direct sunlight, filters out infra-red rays of the sun, and maintains a cool building. A number of functional uses for the colorful structoglas panels include skylights, relight panels, area walls, roof overhangs and covered walks, as well as shower and lavatory partitions. The lightweight panels can be cleaned with a damp cloth and will not fade or discolor. In addition, the durable panels will not craze from sunlight, cleaning, or hard usage even in very busy areas.

For Further Details Circle Index Code 0177)

CORRESPONDING CODE INDEX NUMBERS TO BE ENCIRCLED CAN BE FOUND ON THE CARDS IN THE READER'S SERVICE SECTION

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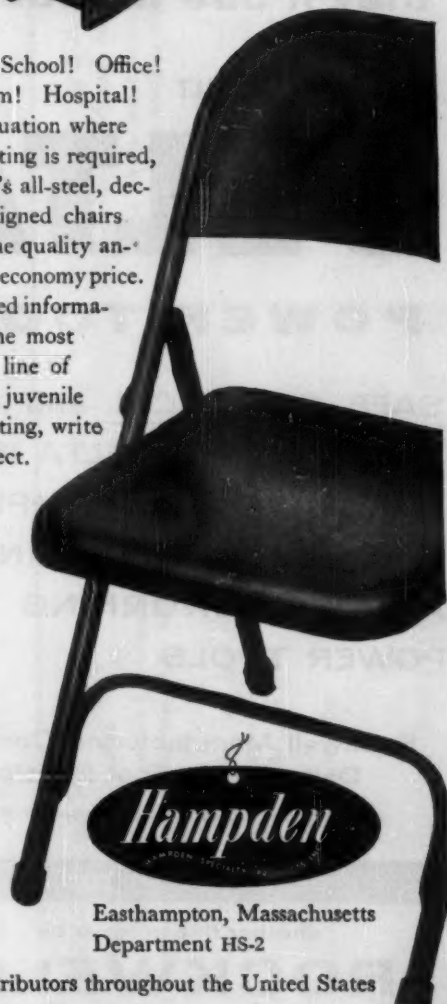
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